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Child Care and Development Fund (CCDF) Plan

for

State/Territory **VIRGINIA**

IMPORTANT NOTE: Sections of this Plan will be modified as public comment is received and additional data is available.

FFY 2019–2021

This Plan describes the Child Care and Development Fund program to be administered by the State or Territory for the period from 10/1/2018 to 9/30/2021, as provided for in the applicable statutes and regulations. The Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The Lead Agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

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Introduction and How to Approach Plan Development

The Child Care and Development Fund (CCDF) program provides resources to state, territory, and tribal grantees that enable low-income parents to work or pursue education and training so that they can better support their families while at the same time promoting the learning and development of their children. The CCDF program also provides funding to enhance the quality of child care for all children. On November 19, 2014, the Child Care and Development Block Grant (CCDBG) Act of 2014 was signed into law (Pub. L. 113-186). The law reauthorizes and significantly revises the purposes of the CCDF program and requirements for state and territory grantees. In September 2016, the final rule was released. The final rule makes regulatory changes to the CCDF program based on the CCDBG Act of 2014. These changes strengthen requirements to protect the health and safety of children in child care; help parents make informed consumer choices and access information to support child development; provide equal access to stable, child care for low-income children; and enhance the quality of child care and the early childhood workforce.

The Plan is the primary mechanism that the Administration for Children and Families (ACF) uses to determine state and territory compliance with the requirements of the law and rule. The Preprint provides a tool for states and territories to describe to ACF their progress on the following sections:

1. Define CCDF Leadership and Coordination With Relevant Systems
2. Promote Family Engagement Through Outreach and Consumer Education
3. Provide Stable Child Care Financial Assistance to Families
4. Ensure Equal Access to Child Care for Low-Income Families
5. Establish Standards and Monitoring Processes To Ensure the Health and Safety of Child Care Settings
6. Recruit and Retain a Qualified and Effective Child Care Workforce
7. Support Continuous Quality Improvement
8. Ensure Grantee Accountability

These organizational categories reflect key functions of an integrated system of child care for low-income working families. Although the Plan is divided into sections for reporting and accountability purposes, ACF encourages Lead Agencies to approach the Plan in a cross-cutting, integrated manner. The intention is that grantees and the federal government will be able to use this information to track and assess progress, determine the need for technical assistance (TA), and determine compliance with specific requirements and deadlines.

CCDF Plan Submission

States and territories will submit their Plans electronically through the ACF-118 electronic submission site. The ACF-118 site will include all language and questions included in the final CCDF Plan Preprint template approved by the Office of Management and Budget. Please note that the format of the questions on the ACF-118 site could be modified from the Word version of the document to ensure compliance with Section 508 policies regarding accessibility to electronic and information technology for individuals with disabilities. (See <http://www.section508.gov/> for more information.)

In responding to questions, states and territories are asked to provide brief, specific summaries and/or bullet points only with specific language that responds to the question. Do not use tables or copy and paste charts, add attachments, or paste manuals into the Plan. All information and materials developed to support CCDF implementation and information reported in the CCDF Plan are subject to review by ACF as part of ongoing oversight and monitoring efforts.

DRAFT

1 Define CCDF Leadership and Coordination With Relevant Systems

This section identifies the leadership for the CCDF program in each Lead Agency and the entities and individuals who will participate in the implementation of the program. It also identifies the stakeholders that were consulted to develop the Plan and who the Lead Agency collaborates with to implement services. In this section respondents are asked to identify how match and maintenance-of-effort (MOE) funds are identified. Coordination with child care resource and referral (CCR&R) systems are explained, and Lead Agencies outline the work they have done on their disaster preparedness and response plans.

1.1 CCDF Leadership

The Governor of a state or territory must designate an agency (which may be an appropriate collaborative agency) or establish a joint interagency office to represent the state or territory as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto (658D; 658E(c)(1)).

1.1.1 Which Lead Agency is designated to administer the CCDF program?

Identify the Lead Agency or joint interagency office designated by the state or territory. ACF will send official grant correspondence, such as grant awards, grant adjustments, Plan approvals, and disallowance notifications, to the designated contact identified here (658D(a)).

a) Lead Agency or Joint Interagency Office Information:

Name of Lead Agency: **Virginia Department of Social Services**

Street Address: **801 East Main Street, 15th Floor**

City: **Richmond**

State: **Virginia**

ZIP Code: **23219-2901**

Web Address for Lead Agency: <http://www.dss.virginia.gov>

b) Lead Agency or Joint Interagency Official Contact Information:

Lead Agency Official First Name: **S. Duke**

Lead Agency Official Last Name: **Storen**

Title: **Commissioner**

Phone Number: **804-726-7011**

Email Address: **Duke.Storen@dss.virginia.gov**

1.1.2 Who is the CCDF Administrator?

Identify the CCDF Administrator designated by the Lead Agency, the day-to-day contact, or the person with responsibility for administering the state's or territory's CCDF program. ACF will send programmatic communications, such as program announcements, program

instructions, and data collection instructions, to the designated contact identified here. If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the Co-Administrator or the person with administrative responsibilities and include his or her contact information.

a) CCDF Administrator Contact Information:

CCDF Administrator First Name: **Barbara**

CCDF Administrator Last Name: **Newlin**

Title of the CCDF Administrator: **Director, Division of Child Care and Early Childhood Development**

Phone Number: **804-726-7398**

Email Address: Barbara.Newlin@dss.virginia.gov

Address for the CCDF Administrator (if different from the Lead Agency):

Street Address: **801 East Main Street, 3rd Floor**

City: **Richmond**

State: **Virginia**

ZIP Code: **23219-2901**

b) CCDF Co-Administrator Contact Information (if applicable):

CCDF Co-Administrator First Name:

CCDF Co-Administrator Last Name:

Title of the CCDF Co-Administrator:

Phone Number:

Email Address:

Address of the CCDF Co-Administrator (if different from the Lead Agency):

Street Address:

City:

State:

ZIP Code:

Description of the role of the Co-Administrator:

1.2 CCDF Policy Decision Authority

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or public or private local agencies as long as it retains overall responsibility for the administration of the program (658D(b)). Administrative and implementation responsibilities undertaken by agencies other than the Lead Agency must be governed by

written agreements that specify the mutual roles and responsibilities of the Lead Agency and other agencies in meeting the program requirements.

1.2.1 Which of the following CCDF program rules and policies are administered (i.e., set or established) at the state or territory level or local level? Identify whether CCDF program rules and policies are established by the state or territory (even if operated locally) or whether the CCDF policies or rules are established by local entities, such as counties or workforce boards (98.16(i)(3)). Check one.

- ☒ All program rules and policies are set or established at the state or territory level.
- ☐ Some or all program rules and policies are set or established by local entities. If checked, indicate which entities establish the following policies. Check all that apply.
 1. Eligibility rules and policies (e.g., income limits) are set by the:
 - ☐ State or territory
 - ☐ Local entity (e.g., counties, workforce boards, early learning coalitions). If checked, identify the entity and describe the type of eligibility policies the local entity(ies) can set.
 - ☐ Other. Describe:
 2. Sliding-fee scale is set by the:
 - ☐ State or territory
 - ☐ Local entity (e.g., counties, workforce boards, early learning coalitions). If checked, identify the entity and describe the type of eligibility policies the local entity(ies) can set.
 - ☐ Other. Describe:
 3. Payment rates are set by the:
 - ☐ State or territory
 - ☐ Local entity (e.g., counties, workforce boards, early learning coalitions). If checked, identify the entity and describe the type of eligibility policies the local entity(ies) can set.
 - ☐ Other. Describe:
 4. Other. List other program rules and policies and describe (e.g., quality rating and improvement systems [QRIS], payment practices):

1.2.2 How is the CCDF program operated? In other words, which entity(ies) implement or perform these CCDF services? Check all that apply.

a) Who conducts eligibility determinations?

- ☐ CCDF Lead Agency
- ☐ Temporary Assistance for Needy Families (TANF) agency
- ☐ Other state or territory agency
- ☒ Local government agencies, such as county welfare or social services departments
- ☐ Child care resource and referral agencies

- ☐ Community-based organizations
- ☐ Other.

b) Who assists parents in locating child care (consumer education)?

- ☒ CCDF Lead Agency
- ☒ TANF agency
- ☐ Other state or territory agency
- ☒ Local government agencies, such as county welfare or social services departments
- ☒ Child care resource and referral agencies
- ☐ Community-based organizations
- ☒ Other. **2-1-1 Virginia is a free, 24/7 online and telephone service - available in multiple languages - that assists parents in locating child care and other services.**

c) Who issues payments?

- ☒ CCDF Lead Agency
- ☐ TANF agency.
- ☐ Other state or territory agency.
- ☐ Local government agencies, such as county welfare or social services departments.
- ☐ Child care resource and referral agencies.
- ☐ Community-based organizations.
- ☐ Other.

1.2.3 What processes will the Lead Agency use to monitor administrative and implementation responsibilities performed by agencies other than the Lead Agency as indicated above, such as through written agreements or monitoring and auditing processes (98.11(a)(3))? Describe those processes and any indicators or measures used to assess performance.

- **Budget letter statements that require administration of the Child Care Subsidy Program in accordance with Subsidy Program Guidance.**
- **Monitoring of Local Departments of Social Services (LDSS) Subsidy Program projected and actual service level, expenditure and other statistical monthly reports and presentations to the Virginia Department of Social Services (VDSS) Executive Team. Among the statistics monitored are:**
 - **Percentage of children receiving child care subsidy that are enrolled in licensed child care facilities;**
 - **Percentage of child care subsidy applications received through the CommonHelp online system;**
 - **Amount over/under expenditures;**
 - **Numbers of families and children served;**
 - **Number of families and children on a waitlist; and**
 - **Cost to serve waitlist**
- **On-site reviews of LDSSs by VDSS Regional Child Care Consultants that assess compliance with program requirements. Risk assessments are used to determine the frequency and extent of the reviews.**

- Payment accuracy (improper payment) reviews in accordance with Federal CCDF Regulation §98.100, Error Rate Report.
- Incorporation of “red flag” indicators in the automated payment system, that identify inconsistencies related to child care provider time and absence reporting.
- Performance requirements in contracts, with required monthly, quarterly and annual reporting on these performance requirements. Contractors are also required to submit an annual financial audit completed by an external auditor.
- From performance information provided by contractors associated with Virginia Quality, VDSS is able to monitor the percentage of the eligible provider universe that participates in the quality rating system.
- Risk assessments conducted for each contract and, depending on risk assigned, either desk reviews and/or on-site monitoring conducted each year.

- 1.2.4 Lead Agencies must assure that, to the extent practicable and appropriate, any code or software for child care information systems or information technology for which a Lead Agency or other agency expends CCDF funds to develop must be made available on request to other public agencies, including public agencies in other States, for their use in administering child care or related programs (98.15(a)(11)). Assure by describing how the Lead Agency makes child care information systems available to public agencies in other states to the extent practicable and appropriate.

VDSS contracts include clauses that reference the ownership and transfer of code whenever federal funds are used to procure information technology systems. Requests from other states are handled on a case-by-case basis.

- 1.2.5 Lead Agencies must have in effect policies to govern the use and disclosure of confidential and personally-identifiable information about children and families receiving CCDF assistance and child care providers receiving CCDF funds (98.15(b)(13)). Certify by describing the Lead Agency’s policies related to the use and disclosure of confidential and personally-identifiable information.
- **VDSS has comprehensive policies and training requirements that govern the use and disclosure of confidential and personally identifiable information.**
 - **The VDSS “Privacy Policy and Program Manual” (last updated July 2017) creates a prescriptive set of processes and procedures, aligned with applicable federal and Commonwealth of Virginia (COV) Information Technology (IT) security policy and standards.**
 - **This policy applies to all individuals (VDSS employees, LDSS employees, contractors, vendors, volunteers, student interns, work experience personnel, and other persons and organizations including the Virginia Department of Medical Assistance Services [DMAS]) who have a need to use VDSS-sponsored Internet, email, other electronic communications, VDSS-related information, or information processing systems.**
 - **In addition to acknowledging receipt of this manual, all VDSS and LDSS staff must successfully pass annual security training that reinforces the ways personally identifiable data should be collected, disseminated and protected.**
 - **As regards privacy-enhanced system design and development:**

- VDSS project managers, developers, contractors, and users are required to design information systems that support privacy functions with automated privacy controls.
- To the extent feasible, VDSS employs technologies and system capabilities that automate privacy controls on the collection, use, retention, and disclosure of PII.
- As regards minimization of personally identifiable information (PII), VDSS:
 - Identifies the minimum PII elements that are relevant and necessary to accomplish the legally authorized purpose of collection;
 - Uses the VaCMS to limit the collection and retention of PII for agency programs to the minimum elements identified, for the purposes described in the notice, and for which the individual has provided consent;
 - Conducts an initial evaluation of PII holdings, and periodically reviews the holdings, within every 365 days, to ensure that only PII identified in the notice is collected and retained, and that the PII continues to be necessary to accomplish the legally authorized purpose, as part of a Data Classification Review; and
 - Uses tools like Oracle Audit Vault to redact, de-identify, or mask specified PII to reduce risk resulting from disclosure.

1.3 Consultation in the Development of the CCDF Plan

The Lead Agency is responsible for developing the CCDF plan, which serves as the application for a 3-year implementation period. As part of the Plan development process, Lead Agencies must consult with the following:

(1) Appropriate representatives of units of general purpose local government—(658D(b)(2); 98.10(c); 98.12(b); 98.14(b)). General purpose local governments are defined by the U.S. Census at https://www.census.gov/newsroom/cspan/govts/20120301_cspan_govts_def_3.pdf.

(2) The State Advisory Council (SAC) on Early Childhood Education and Care (pursuant to 642B(b)(1)(A)(i) of the Head Start Act) (658E(c)(2)(R); 98.15(b)(1)) or similar coordinating body pursuant to 98.14(a)(1)(vii).

(3) Indian tribe(s) or tribal organization(s) within the state. This consultation should be done in a timely manner and at the option of the Indian tribe(s) or tribal organization(s) (658D(b)(1)(E)).

Consultation involves meeting with or otherwise obtaining input from an appropriate agency in the development of the state or territory CCDF Plan. Describe the partners engaged to provide services under the CCDF program in question 1.4.1.

1.3.1 Describe the Lead Agency's consultation in the development of the CCDF plan.

- a) Describe how the Lead Agency consulted with appropriate representatives of general purpose local governments.

- The Lead Agency provided a link to the draft Plan to local departments of social services and met with the Virginia League of Social Services Executives' (VLSSE) Child Care Committee to obtain input for writing the Plan. (The Lead Agency meets monthly with the Child Care Committee of the VLSSE.)
 - The CCDF Administrator, during face-to-face meetings around the state, provided information to LDSS Directors on the draft CCDF Plan; solicited comments and questions; and shared instructions and time frames for providing additional formal input and comment.
 - The draft Plan was shared with representatives of the local departments of social services, requesting their feedback on the draft.
- b) Describe how the Lead Agency consulted with the State Advisory Council.
- Virginia does not have a designated State Advisory Council at this time. In light of this, the Lead Agency provided the draft Plan Preprint to staff of the State's School Readiness Committee for input.**
- c) Describe, if applicable, how the Lead Agency consulted with Indian tribes(s) or tribal organizations(s) within the state.
- Virginia has seven federally-recognized Indian tribes. Letters were sent from the Lead Agency to the tribal leaders to communicate about the Plan and invite their input. Copies of the current State Plan were also disseminated with the letters.**
- d) Describe any other entities, agencies, or organizations consulted on the development of the CCDF plan.
- Groups with an interest in child care were made aware of the Preprint and the draft Plan and asked for their review and input, including:**
- Virginia Head Start State Collaboration Office and Early Head Start Child Care Partnership Grantees;
 - Virginia Partnership for Out-of-School Time;
 - Virginia Cross Sector Professional Development Leadership Team;
 - Child and Adult Care Food Program;
 - Virginia Preschool Initiative;
 - Early Childhood Mental Health Virginia;
 - Child Care Aware of Virginia;
 - Virginia Quality (Virginia's quality rating and improvement system);
 - Virginia Early Childhood Foundation;
 - Early Impact Virginia (Virginia's home visiting consortium);
 - Project HOPE (Homeless Education);
 - Virginia Community College System;
 - Infant and Toddler Specialist Network;
 - Local Workforce Development Offices across the state;

- Virginia Departments of Health, Behavioral Health, Education, Employment, Labor and Industry, and Small Business and Supplier Diversity; and
- Other stakeholder groups, including those representing child care providers.

1.3.2 Describe the statewide or territory-wide public hearing process held to provide the public with an opportunity to comment on the provision of child care services under this Plan (658D(b)(1)(C); 98.16(f)). *Reminder:* Lead Agencies are required to hold at least one public hearing in the state or territory, with sufficient statewide or territory-wide distribution of notice prior to such a hearing to enable the public to comment on the provision of child care services under the CCDF Plan. At a minimum, this description must include:

- a) Date(s) of notice of a public hearing. *Reminder:* Must be at least 20 calendar days prior to the date of the public hearing.
 - VDSS public website announcement on March 2
 - Stakeholder email distribution on March 5
 - Newspaper advertisements on March 7 (1), March 8 (1), and March 11 (6)
 - Commonwealth Calendar (a statewide public meeting resource) event postings on March 12
 - VDSS (Fusion) broadcast on March 16
 - Child Care Microsite announcement under “What’s New/What’s Happening?” on March 16
 - Subsidy Contacts listserv announcement on March 20
- b) How was the public notified about the public hearing, including how notice was accessible for people with disabilities? Please include specific website links if used to provide notice.

The public was notified about the online comment period and five public hearings through numerous means of communication:

- VDSS public website announcement; <http://www.dss.virginia.gov/cccd/>
- Stakeholder email distribution, where we requested the information be forwarded to their constituents
- Advertisements in eight different newspapers, to achieve statewide notification
- Commonwealth Calendar (a statewide public meeting resource) event postings; <https://commonwealthcalendar.virginia.gov/>
- VDSS (Fusion) broadcast; <https://fusion.dss.virginia.gov/broadcasts/article/739/comments-requested-on-state-child-care-plan-for-ffy-2019-through-ffy-2021>
- Child Care Microsite announcement under “What’s New/What’s Happening?”; <http://childcareva.com/>
- Subsidy Contacts listserv announcement to LDSS child care staff
- Other miscellaneous listserv and email distributions by VDSS staff, as appropriate

- c) Date(s) of the public hearing(s). *Reminder:* Must be no earlier than January 1, 2018, which is 9 months prior to the October 1, 2018, effective date of the Plan.
- April 16, April 18, April 20, April 23, April 24**
- d) Hearing site(s) or method(s), including how geographic regions of the state or territory were addressed.
- **Online access to Draft Plan and web-based comment process where individuals were able to provide comments on the Plan 24/7. The online comment form was available April 2-27, 2018 and responses were stored in a Google database and exported to Excel for further analysis.**
 - **Five, on-site public hearings were held in different locations around the state (one in each VDSS region):**
 - **April 16, Central Region (Richmond, VA)**
 - **April 18, Northern Region (Warrenton, VA)**
 - **April 20, Eastern Region (Norfolk, VA)**
 - **April 23, Western Region (Abingdon, VA)**
 - **April 24, Piedmont Region (Roanoke, VA)**
- e) How the content of the Plan was made available to the public in advance of the public hearing(s).
- **A link to the draft Plan was posted on the Lead Agency's public website Early Childhood Development page, <http://www.dss.virginia.gov/ccecd/>.**
 - **A link to the Lead Agency's public website Early Childhood Development page, <http://www.dss.virginia.gov/ccecd/>, was imbedded in a public comment announcement on the Child Care microsite, <http://childcareva.com/>, in the "What's New/What's Happening?" page. Announcement icons from the Home and Community pages directed individuals to the "What's New ..." page.**
 - **Emails to stakeholder groups, including LDSSs, provider groups, other state agencies, etc., provided the link to the draft Plan.**
 - **Newspaper ads provided the link to the draft Plan.**
 - **Hard copy flyers distributed to the Directors of 120 LDSSs provided the link to the draft Plan.**
- f) How was the information provided by the public taken into consideration regarding the provision of child care services under this Plan?
- **Information was summarized and categorized for Lead Agency review.**
 - **Lead Agency teams reviewed the public comments and recommended viable changes.**
 - **Selected changes were made to the Plan prior to final management review.**
 - **All original responses were printed and retained in hard copy format.**
 - **Original online and email submissions were retained in electronic format.**

- 1.3.3 Lead Agencies are required to make the submitted and final Plan, any Plan amendments, and any approved requests for temporary relief (i.e., waivers) publicly available on a website (98.14(d)).
- a) Provide the website link to where the plan, any plan amendments, and/or waivers are available.
- <http://childcareva.com/>
- b) Describe any other strategies that the Lead Agency uses to make the CCDF Plan and Plan amendments available to the public (98.14(d)). Check all that apply and describe the strategies below, including any relevant website links as examples.
- ☒ Working with advisory committees. Describe:
At any pertinent committee meeting, including groups and committees listed in Section 1.3.1, Lead Agency staff members share the Plan with the members.
 - ☐ Working with child care resource and referral agencies. Describe:
 - ☐ Providing translation in other languages. Describe:
 - ☐ Sharing through social media (e.g., Twitter, Facebook, Instagram, email). Describe:
 - ☒ Providing notification to stakeholders (e.g., provider groups, parent groups). Describe:
 - **The Lead Agency will share the final Plan on the VDSS public site as well as the child care microsite, where parents and providers visit on a regular basis.**
 - **The final Plan will be sent (via a link) to the Subsidy, LDSS Child Care Worker, and Interested Parties ListSrvs, the latter of which includes provider and parent groups.**
 - ☐ Other. Describe:

1.4 Coordination with Partners to Expand Accessibility and Continuity of Care

Lead Agencies are required to describe how the state or territory will efficiently, and to the extent practicable, coordinate child care services supported by CCDF with programs operating at the federal, state/territory, and local levels for children in the programs listed below. This includes programs for the benefit of Indian children, infants and toddlers, children with disabilities, children experiencing homelessness, and children in foster care (98.14(a)(1)).

- 1.4.1 Describe how the Lead Agency coordinates the provision of child care services with the following programs to expand accessibility and continuity of care and to assist children enrolled in early childhood programs in receiving full-day services that meet the needs of working families (658E(c)(2)(O); 98.12(a); 98.14(a)).

This list includes entities required by law or rule, along with a list of optional partners that Lead Agencies potentially would coordinate with over the next 3 years to expand accessibility and continuity of care and to assist children enrolled in early childhood programs in receiving full-day services.

Include in the descriptions the goals of this coordination, such as extending the day or year of services for families; smoothing transitions for children between programs or as

they age into school; enhancing and aligning the quality of services; linking comprehensive services to children in child care settings; or developing the supply of quality care for vulnerable populations. Check with whom you will coordinate and describe all that apply.

- (REQUIRED) Appropriate representatives of the general purpose local government, which can include counties, municipalities, or townships/towns. Describe the coordination goals and process:
 - **The Lead Agency meets monthly with the Child Care Committee of the Virginia League of Social Service Executives, the organization representing the human service departments of the 120 local governments in Virginia.**
 - **The Committee provides ongoing feedback and recommendations on state responses to the CCDBG and the State Plan.**
 - **Presentations were also made to directors and child care coordinators of local departments of social services in each region of the state, with facilitated discussions to solicit their recommendations and feedback.**
 - **The 120 local departments of social services are working closely with families to provide 12-month continuity of care, smoothing transitions for families by offering a slow services phase-out, care during non-traditional hours, special needs care, smoother application process for families who may be experiencing homelessness, as well as wrap-around care for Head Start families.**
- (REQUIRED) State Advisory Council on Early Childhood Education and Care (or similar coordinating body) (pursuant to 642B(b)(1)(A)(i) of the Head Start Act). Describe the coordination goals and process:
 - **Virginia does not have a designated State Advisory Council at this time.**
 - **The School Readiness Committee has the authority to create a State Early Childhood Advisory Council as a subcommittee, and it is anticipated this will occur in the future.**
 - **The Commissioner of the Lead Agency serves on the School Readiness Committee and Lead Agency staff members serve on its subcommittees.**
 - **The Lead Agency works with the School Readiness Committee to put policies, standards, and governance in place that will lead to better child outcomes (e.g. children ready for kindergarten and prepared for advanced learning), with a focus on children birth to age eight.**
- Does the Lead Agency have official representation and a decision-making role in the State Advisory Council (or similar coordinating body)?
 - ☐ No
 - ☒ Yes
- (REQUIRED) Indian tribe(s) and/or tribal organization(s), at the option of individual tribes. Describe the coordination goals and process, including which tribe(s) was consulted:

- In January 2016, the Pamunkey Indian Tribe became the first Native American tribe in Virginia to be recognized by the federal government.
- Since then an additional six tribes were recognized in January 2018:
 - Chickahominy,
 - Eastern Chickahominy,
 - Upper Mattaponi,
 - Rappahannock,
 - Nansemond, and
 - Monacan.
- Virginia's seven Indian tribal leaders were sent letters informing them about the CCDF State Plan and state child care programs, requesting tribe input in state plan development.
- The Lead Agency will continue to reach out to tribal leaders in an effort to partner together to improve child care quality and accessibility for all children.
- ☐ N/A—There are no Indian tribes and/or tribal organizations in the State.
- (REQUIRED) State/territory agency (ies) responsible for programs for children with special needs, including early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool). Describe the coordination goals and process:
 - The Virginia Department of Behavioral Health and Developmental Services, the Virginia Department of Education Special Education Division, and the Partnership for People with Disabilities were provided with a link to the draft State Plan and asked to provide comments.
 - The State Plan was discussed at two meetings in 2018 of the Virginia Cross Sector Professional Development (VCPD) Leadership Team (a group that advocates for inclusion strategies).
 - Implications for the State Plan were discussed with nearly 200 early childhood professionals including Early Childhood Mental Health Virginia, Head Start, Virginia Department of Education's 619 Coordinator, Infant and Toddler Connection (Virginia's early intervention organization), and Child Care Aware of Virginia.
 - Coordination with these agencies will continue as needed to make sure all children have access to high quality care and needed services.
- (REQUIRED) State/territory office/director for Head Start state collaboration. Describe the coordination goals and process:
 - The Virginia Head Start State Collaboration Office is a unit of the Virginia Department of Social Services' Division of Child Care and Early Childhood Development.
 - The Office Director and Virginia Head Start Association Executive Director were provided with a link to the draft State Plan for review and comment.

- **Coordination with HSSCO will continue in order to smooth transitions between early care and education programs, funding and activities.**
- (REQUIRED) State agency responsible for public health, including the agency responsible for immunizations. Describe the coordination goals and process:
 - **Staff members representing the Virginia Department of Health provided input through the VCPD discussions described above.**
 - **The State Health Commissioner and other members of the Department of Health were provided with links to the draft State Plan for review and comment.**
 - **VDH and VDSS also coordinate on targeted programs and initiatives such as the Child and Adult Food Program, the Shared Services Network for Family Day Homes pilot, and child care disaster planning.**
 - **Coordination with VDH will continue in order to keep abreast of current health issues, emergent needs relevant to child care providers, and to share resources.**
- (REQUIRED) State agency responsible for employment services/workforce development. Describe the coordination goals and process:
 - **The Virginia Employment Commission and Virginia Community College System Workforce Development Office were provided with a link to the draft State Plan for review and comment.**
 - **The Lead Agency will continue to seek guidance from workforce development agencies, especially in the areas of apprenticeships and preparation programs.**
- (REQUIRED) State/territory agency responsible for public education, including prekindergarten (preK). Describe the coordination goals and process:
 - **The Virginia Department of Education (VDOE) was provided with a link to the draft State Plan and asked to provide comments.**
 - **VDOE has representation on the School Readiness Committee and VCPD, allowing for ongoing dialog on the development and implementation of components of the State Plan.**
 - **VDOE partners with the Lead Agency to continue the strategic growth and standards revisions to components of Virginia Quality, Virginia's quality rating and improvement system, and implementation of Virginia's preschool development grant.**
 - **The Lead Agency partnered with VDOE on expulsion and suspension prevention best practice recommendations and will continue to work together to inform early education practitioners about new research and teaching strategies.**

- (REQUIRED) State/territory agency responsible for child care licensing. Describe the coordination goals and process:
 - **The Division of Licensing – Children’s Programs is a part of the Virginia Department of Social Services; is responsible for child care licensing, including the inspection of subsidy providers; and is actively involved in State Plan development and implementation. Division activities include:**
 - **Drafting, supporting and implementing legislation relating to fingerprint background checks and barrier crimes;**
 - **Participating in federal technical assistance meetings and conference calls;**
 - **Providing input on automated system and regulatory changes necessary to achieve federal compliance;**
 - **Drafting content for the State Plan;**
 - **Serving on workgroups drafting health and safety standards, inspection procedures, group size standards and redesigning the state child care website; and**
 - **Participating in in-house planning and operations meetings as well as federal site visits.**
 - **This work will continue with structured, joint planning sessions and meetings to leverage resources; will ensure smooth coordinated program and process operations; and will enhance supports, services and communications with child care providers and families.**
- (REQUIRED) State/territory agency responsible for the Child and Adult Care Food Program (CACFP) and other relevant nutrition programs. Describe the coordination goals and process:
 - **The Director of Virginia's Child and Adult Care Food Program was provided with a link to the draft State Plan for review and comment.**
 - **Goals in this area are to continue VDSS/Department of Health collaborative efforts to expand the pool of CACFP eligible child care providers and to generally include the CACFP in more of the Lead Agency’s work, including the Family Child Care support network pilot.**
- (REQUIRED) McKinney-Vento state coordinators for homeless education and other agencies providing services for children experiencing homelessness and, to the extent practicable, local McKinney-Vento liaisons. Describe the coordination goals and process:
 - **The State Homeless Education Coordinator serves on subcommittees of the School Readiness Committee and provides input through this mechanism.**
 - **A webinar on characteristics and appropriate assistance for families who may be experiencing homelessness was developed by the Homeless Education Coordinator and is posted on the Lead Agency’s website.**
 - **Additional webinars are planned to help educate child care providers with understanding the impact of homelessness on the children and families they serve.**

- **The Homeless Education Coordinator helped with the state’s child care disaster planning.**
- **The Coordinator was provided with a link to the draft State Plan for review and comment.**
- (REQUIRED) State/territory agency responsible for employment services and workforce development. Describe the coordination goals and process:
 - **The Virginia Employment Commission and Virginia Community College System Workforce Development Office were provided with a link to the draft State Plan for review and comment.**
 - **The Lead Agency will continue to seek guidance from workforce development agencies, especially in the areas of apprenticeships and preparation programs.**
- (REQUIRED) State/territory agency responsible for the Temporary Assistance for Needy Families program. Describe the coordination goals and process:
 - **The Virginia Department of Social Services administers the TANF program.**
 - **The Director of the Division of Benefit Programs within the Virginia Department of Social Services was provided with a link to the draft State Plan for review and comment.**
 - **The Lead Agency will continue to explore common needs and work together to meet those needs, especially as they relate to TANF families and children and families transitioning off TANF.**
- (REQUIRED) Agency responsible for Medicaid and the state Children’s Health Insurance Program. Describe the coordination goals and process:
 - **The Department of Medical Assistance Services was provided with a link to the draft State Plan for review and comment.**
 - **The Lead Agency will continue to explore common needs and work together to meet those needs.**
- (REQUIRED) State/territory agency responsible for mental health. Describe the coordination goals and process:
 - **Lead Agency staff serve on the Advisory Council of Early Childhood Mental Health Virginia (ECMHV).**
 - **ECMHV developed a state infant and toddler mental health certification program and partners with cross-sector early childhood colleagues to educate practitioners on mental health issues for very young children.**
 - **The ECMHV Coordinator and the Virginia Department of Behavioral Health and Developmental Services were provided with a link to the draft State Plan for review and comment.**
 - **The Lead Agency will continue to explore common needs and work together to meet those needs.**

- (REQUIRED) Child care resource and referral agencies, child care consumer education organizations, and providers of early childhood education training and professional development. Describe the coordination goals and process:
 - The Lead Agency contracts with Child Care Aware of Virginia (CCA-VA) for a variety of services, and is engaged in continuous and ongoing dialogue which supports the development of the State Plan. The CCA-VA director was provided with a link to the draft State Plan for review and comment.
 - CCA-VA participates in VCPD, ECMHV and other relevant groups and is an integral partner in implementing the CCDF State Plan.
 - The Lead Agency also works with other training and education partners, including:
 - Virginia Cross-Sector Professional Development,
 - Virginia Quality,
 - Infant and Toddler Specialist Network,
 - Community College Workforce Alliance,
 - Virginia Community College System's Early Childhood Development Peer Group,
 - the Virginia Cooperative Extension office,
 - Infant and Toddler Connection,
 - Virginia Department of Education's Special Education Training and Technical Assistance,
 - Head Start and others to coordinate professional development standards and quality.
 - The leaders of these organizations were provided with the link to the draft State Plan for review and comment.
 - The Lead Agency will continue to work with CCA-VA to meet current and new needs in professional development for providers, as well as subsidy requirements.
 - The Lead Agency will continue to explore common needs with other training and education partners and work together to meet those needs.
- (REQUIRED) Statewide afterschool network or other coordinating entity for out-of-school time care (if applicable). Describe the coordination goals and process:
 - Lead Agency staff serves in leadership roles on the Virginia Partnership for Out-of-School Time (VPOST) Executive and Leadership Councils, the state affiliate for the National Afterschool Association.
 - VPOST is a statewide public-private partnership focused on developing and expanding services during out-of-school hours to school-age children and youth in the Commonwealth of Virginia.
 - VPOST focuses on refining best practices, setting standards of high quality care for all children in out-of-school time, and facilitating professional development for practitioners serving this age group.

- Feedback for the draft State Plan was discussed in VPOST meetings and the VPOST Executive Director, Executive Council members and Leadership Council members were provided the link to the draft State Plan for review and comment.
 - The Lead Agency will continue to explore common needs and work together to meet those needs.
- (REQUIRED) Agency responsible for emergency management and response. Describe the coordination goals and process:
- The link to the draft State Plan was provided to the Department of Emergency Management (DEM) for review and comment.
 - The Lead Agency will work with DEM on revisions to the child care emergency preparedness plan.

The following are examples of optional partners a state might coordinate with to provide services. Check all that apply.

- State/territory/local agencies with Early Head Start – Child Care Partnership grants. Describe:
- Virginia's nine Early Head Start - Child Care Partnership grantees were provided with a link to the draft State Plan for review and comment.
 - The Lead Agency will continue to explore common needs and work together to meet those needs.
- State/territory institutions for higher education, including community colleges. Describe:
- The Virginia Community College System's Early Childhood Development Faculty Peer Group meets at least annually and involves the larger early childhood professional community, including the Virginia Department of Social Services, the Virginia Early Childhood Foundation, the Virginia Infant & Toddler Specialist Network, the Virginia Association for the Education of Young Children, and the Partnership for People with Disabilities.
 - Lead Agency online training programs for early care and education professionals are available through the Community College Workforce Alliance.
 - The link to the Plan was shared with the Group plus several faculty members of four-year universities that have early childhood education programs.
 - The Lead Agency remains available to assist with refining two- and four-year college articulation agreements and expect that work to continue.
 - The Lead Agency will continue to explore common needs and work together to meet those needs.
- Other federal, state, local, and/or private agencies providing early childhood and school-age/youth-serving developmental services. Describe:
- The Virginia Department of Health, Virginia Foundation for Healthy Youth, Virginia Youth Commission, Virginia Oral Health Coalition, and Virginia Early

Childhood Foundation were provided with a link to the draft State Plan for review and comment.

- **The Lead Agency will continue to explore common needs and work together to meet those needs.**
- State/territory agency responsible for implementing the Maternal and Child Home Visitation programs grant. Describe:
 - **The Virginia Department of Health and the Early Impact Virginia (formerly the Virginia Home Visiting Consortium) Director were provided with a link to the State Plan for review and comment.**
 - **The Lead Agency will continue to explore common needs and work together to meet those needs.**
- Agency responsible for Early and Periodic Screening, Diagnostic, and Treatment. Describe:
 - **The Department of Medical Assistance Services was provided with a link to the draft State Plan for review and comment.**
 - **The Lead Agency will continue to explore common needs and work together to meet those needs.**
- State/territory agency responsible for child welfare. Describe:
 - **The Virginia Department of Social Services (Lead Agency for CCDF) is also responsible for child welfare. The Director of the Division of Family Services was provided with a link to the draft State Plan for review and comment.**
 - **Divisions within the Lead Agency cooperate in such areas as prevention and child care provider requirements. The Lead Agency will continue to explore common needs and work together to meet those needs.**
- State/territory liaison for military child care programs. Describe:
 - **Virginia reached-out to military child care partners for input on the draft State Plan, and to develop new partnerships for future collaboration.**
 - **The Lead Agency and military partners are exploring the fast track process for participation in Virginia's QRIS that will allow more children access to quality care.**
- Provider groups or associations. Describe:
 - **Face-to-face meetings were held with child care provider associations and individual providers to review CCDBG Act provisions, QRIS revisions, and the provider registry to solicit comments and recommendations.**
 - **Child care center and family day home groups and associations and licensed and registered child care providers were provided with a link to the draft State Plan for review and comment.**
 - **The Lead Agency will continue to explore common needs and work together to meet those needs.**
- Parent groups or organizations. Describe:

- The Virginia Parent and Teacher Association was provided with a link to the draft state Plan and asked to provide comments.
 - The Lead Agency will continue to explore common needs and work together to meet those needs.
- Other. Describe:
- The Virginia Early Childhood Foundation provided local Smart Beginnings initiatives a link to the draft Plan and requested that they submit comments and encourage public and private community leaders to attend the public hearings.
 - Early Childhood Advocacy organizations were also provided with a link to the draft Plan and asked to provide comments.
 - These organizations also helped promote attendance at the public hearings on the draft state Plan.
 - The Lead Agency will continue to explore common needs and work together to meet those needs.

1.5 Optional Use of Combined Funds, CCDF Matching and Maintenance-of-Effort Funds

Optional Use of Combined Funds: States and territories have the option to combine funding for CCDF child care services with funding for any of the required programs listed in 1.4.1. These programs include those operating at the federal, state, and local levels for children in preschool programs, tribal early childhood programs, and other early childhood programs, including those serving infants and toddlers with disabilities, homeless children, and children in foster care (658E(c)(2)(O)(ii)). Combining funds could include blending multiple funding streams, pooling funds, or layering funds together from multiple funding streams to expand and/or enhance services for children and families to allow for the delivery of comprehensive quality care that meets the needs of children and families. For example, state/territory agencies may use multiple funding sources to offer grants or contracts to programs to deliver services; a state/territory may allow a county/local government to use coordinated funding streams; or policies may be in place that allow local programs to layer CCDF funds with additional funding sources to pay for full-day, full-year child care that meets Early Head Start/Head Start or state/territory prekindergarten requirements in addition to state/territory child care licensing requirements.

As a reminder, CCDF funds may be used in collaborative efforts with Head Start programs to provide comprehensive child care and development services for children who are eligible for both programs. In fact, the coordination and collaboration between the Head Start and CCDF is strongly encouraged by sections 640(g)(1)(D) and (E); 640(h); 641(d)(2)(H)(v); and 642(e)(3) of the Head Start Act in the provision of full working day, full calendar year comprehensive services. To implement such collaborative programs, which share, for example, space, equipment, or materials, grantees may layer several funding streams so that seamless services are provided (Policy and Program Guidance for the Early Head Start – Child Care Partnerships:

https://www.acf.hhs.gov/sites/default/files/occ/acf_im_ohs_15_03.pdf).

1.5.1 Does the Lead Agency choose to combine funding for CCDF services for any required early childhood program (98.14(a)(3))?

☐ No.

☒ Yes. If yes, describe at a minimum:

a) How you define “combine”

Utilizing funds from varied sources in an aligned manner to further expand and/or enhance the delivery of high-quality services to children and families.

b) Which funds you will combine **CCDF and TANF**

c) Your purpose and expected outcomes for combining funds, such as extending the day or year of services available (i.e., full-day, full-year programming for working families), smoothing transitions for children, enhancing and aligning quality of services, linking comprehensive services to children in child care or developing the supply of child care for vulnerable populations

TANF funds are typically transferred each year to CCDF to enable larger numbers of children who qualify for the Child Care Subsidy Program to be served.

d) How you will be combining multiple sets of funding, such as at the State/Territory level, local level, program level?

- **The Lead Agency executes a transfer of TANF funds at the State level.**
- **The Lead Agency provides CCDF dollars to local departments of social services.**

e) How are the funds tracked and method of oversight

- **Cost codes, funding source codes, and project codes are used to track the various funding streams used for child care services.**
- **Direct service funds are monitored and analyzed twice a month, while all other cost codes are monitored and analyzed monthly.**
- **Reports are generated from the VaCMS system, a financial analyst reviews the info, and results are reviewed with the division director and unit managers.**

Use of PreK for Maintenance of Effort: The CCDF final rule clarifies that public preK funds may also serve as maintenance-of-effort funds as long as the state/territory can describe how it will coordinate preK and child care services to expand the availability of child care while using public preK funds as no more than 20 percent of the state’s or territory’s maintenance of effort or 30 percent of its matching funds in a single fiscal year (FY) (98.55(h)). If expenditures for preK services are used to meet the maintenance-of-effort requirement, the state/territory must certify that it has not reduced its level of effort in full-day/full-year child care services (98.55(h)(1); 98.15(a)(6)).

Use of Private Funds for Match or Maintenance of Effort: Donated funds do not need to be under the administrative control of the Lead Agency to qualify as an expenditure for federal match. However, Lead Agencies do need to identify and designate in the state/territory Plan the donated funds given to public or private entities to implement the child care program (98.55(f)).

- 1.5.2 Which of the following funds does the Lead Agency intend to use to meet the CCDF matching and MOE requirements described in 98.55(e) and 98.55(h)? Check all that apply.

Note: The Lead Agency must check at least public and/or private funds as matching, even if preK funds also will be used.

- ☐ N/A—The territory is not required to meet CCDF matching and MOE requirements
- ☒ Public funds are used to meet the CCDF matching fund requirement. Public funds may include any general revenue funds, county or other local public funds, state/territory-specific funds (tobacco tax, lottery), or any other public funds.
 - If checked, identify the source of funds: **State General Revenue Funds**
 - If known, identify the estimated amount of public funds that the Lead Agency will receive: **\$ 42.4 million/year, estimated**

- ☐ Private donated funds are used to meet the CCDF matching funds requirement. Only private funds received by the designated entities or by the Lead Agency may be counted for match purposes (98.53(f)).

If checked, are those funds:

- ☐ donated directly to the State?
- ☐ donated to a separate entity(ies) designated to receive private donated funds?

If checked, identify the name, address, contact, and type of entities designated to receive private donated funds:

If known, identify the estimated amount of private donated funds that the Lead Agency will receive: \$

- ☒ State expenditures for preK programs are used to meet the CCDF matching funds requirement. If checked, provide the estimated percentage of the matching fund requirement that will be met with preK expenditures (not to exceed 30 percent): **30%**
 - If the percentage is more than 10 percent of the matching fund requirement, describe how the State will coordinate its preK and child care services:
The Child Care Subsidy Program coordinates with the Virginia Preschool Initiative, the state's preK program and Head Start to provide eligible low-income families with wrap-around child care services to assure they have full day services and care, when needed.
 - If known, identify the estimated amount of preK funds that the Lead Agency will receive for the matching funds requirement: **\$ 12.7 million/year, estimated**

Describe the Lead Agency efforts to ensure that preK programs meet the needs of working parents:

Communities are encouraged to plan early learning networks as a partnership among local entities so the various funding streams can be leveraged and used

most effectively to provide choices for parents and to meet their work-life needs.

- State expenditures for preK programs are used to meet the CCDF maintenance-of-effort requirements. If checked, The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.55(h)(1) and 98.15(6).

☐ No

■ Yes

Describe the Lead Agency efforts to ensure that preK programs meet the needs of working parents:

Communities are encouraged to plan early learning networks as a partnership among local entities so the various funding streams can be leveraged and used most effectively to provide choices for parents and to meet their work-life needs.

Estimated percentage of the MOE Fund requirement that will be met with preK expenditures (not to exceed 20 percent): **20%**

- If the percentage is more than 10 percent of the MOE requirement, describe how the State will coordinate its preK and child care services to expand the availability of child care:

The Child Care Subsidy Program coordinates with the Virginia Preschool Initiative, the state's preK program and Head Start to provide eligible low-income families with wrap-around child care services to assure they have full day services and care, when needed.

- If known, identify the estimated amount of preK funds that the Lead Agency will receive for the MOE Fund requirement: **\$ 4.3 million/year, estimated**

1.6 Public-Private Partnerships

Lead Agencies are required to describe how they encourage public-private partnerships among other public agencies, tribal organizations, private entities, faith-based organizations, businesses or organizations that promote business involvement, and/or community-based organizations to leverage existing service delivery (i.e., cooperative agreement among providers to pool resources to pay for shared fixed costs and operation) (658E(c)(2)(P)). ACF expects these types of partnerships to leverage public and private resources to further the goals of the CCDBG Act. Lead Agencies are required to demonstrate how they encourage public-private partnerships to leverage existing child care and early education service-delivery systems and to increase the supply and quality of child care services for children younger than age 13, for example, by implementing voluntary shared service alliance models (98.14(a)(4)).

- 1.6.1 Identify and describe the entities with which and the levels at which the state/territory is partnering (level—state/territory, county/local, and/or programs), the goals of the partnerships, the ways that partnerships are expected to leverage

existing service-delivery systems, the method of partnering, and examples of activities that have resulted from these partnerships (98.16(d)(2)).

The Lead Agency has a memorandum of agreement with the Virginia Early Childhood Foundation (VECF) to co-administer Virginia Quality (VQ), the Quality Rating and Improvement System (QRIS).

- **VECF is a public-private foundation with a mission to ensure that Virginia's children enter kindergarten healthy and ready to learn. The purpose of the QRIS is twofold:**
 - **Engaging and supporting families in identifying high quality child care and preschool options for their young children.**
 - **Assisting child care and preschool programs with their efforts to provide high quality early care and education and recognizing them for the quality of the services they provide.**
- **The Lead Agency's partnership with VECF allows Virginia to promote peer learning and sharing within and across communities, promote and provide technical assistance for policy, process, and funding integration that results in greater access to higher quality services for families and young children in communities, and generate private investor funding to maximize use of public funds.**

VQ is implemented through eight regional coordinating agencies for statewide coverage. Each coordinating agency submits a plan to strengthen regional and local collaboration and coordination among stakeholders to leverage funding, share knowledge, resources, and quality improvement activities.

- **Collaborative partners include:**
 - **Regional and local school divisions**
 - **Head Start/Early Head Start programs and Regional Head Start Policy Councils**
 - **Department of Defense Child Development Centers**
 - **The Virginia Infant and Toddler Specialists Network**
 - **Local departments of social services**
 - **Regional and local non-profits such as United Way, YMCA/YWCAs and Smart Beginnings Coalitions**
 - **Regional DSS licensing offices**
 - **Community and state colleges and universities**
 - **Family day care associations**
 - **Health departments and hospitals**
 - **Early Intervention**
 - **Public libraries**
 - **Community Action Councils**
 - **Child Care Aware**
- **The net result of the partnerships and collaborative efforts has been growth in the QRIS and coordination of outreach and services to families and children – from 394 quality rated programs in 2015 (representing 8% of eligible providers) to over 1000 quality rated programs in 2017 (representing 20% of eligible providers).**

The Lead Agency worked with the Department of Education (VDOE) to launch a 2017-2018 Virginia Preschool Initiative (VPI) External Evaluation Pilot as part of new state monitoring and continuous quality improvement requirements for state-funded pre-k.

- VDOE in coordination with VQ offered participation in QRIS as an acceptable method to meet VDOE's annual assessment report for VPI programs. Three QRIS regions were selected and there were three school divisions that agreed to participate in the pilot.
- These three divisions will have classrooms rated with Classroom Assessment Scoring System and Environmental Rating System.
- The performance measure for this initiative will be QRIS participation by the three divisions and the rating results. Expansion of the pilot is being explored.

The Lead Agency also partners with Child Care Aware of Virginia on a Shared Services Network.

- The Virginia Shared Services Network is an online platform designed to assist child care providers in improving the quality of care offered through:
 - Discounts to commonly purchased products and services (which help promote financial stability);
 - Online resources for classroom teachers (e.g. information on social and emotional development, executive functioning skills, literacy, and other resources that the early childhood workforce can access to strengthen the quality of care within classrooms and homes);
 - Financial system resources (budgeting and classroom break-even tools); and
 - Human resources (employee handbooks, personnel forms, orientation tips and forms, performance review materials, etc.).
- The Virginia Shared Services Network has approximately 188 members.

1.7 Coordination with Local or Regional Child Care Resource and Referral Systems

Lead Agencies may use CCDF funds to establish or support a system of local or regional child care resource and referral (CCR&R) organizations that is coordinated, to the extent determined by the state/territory, by a statewide public or private non-profit, community-based or regionally based, lead child care resource and referral organization (such as a statewide CCR&R network) (658E(c)(3)(B)(iii); 98.52).

- If Lead Agencies use CCDF funds for local CCR&R organizations, the local or regional CCR&R organizations supported by those funds must, at the direction of the Lead Agency, provide parents in the State with consumer education information concerning the full range of child care options (including faith-based and community-based child care providers), analyzed by provider, including child care provided during non-traditional hours and through emergency child care centers, in their area.
- To the extent practicable, work directly with families who receive assistance to offer the families support and assistance to make an informed decision about which child care providers they will use to ensure that the families are enrolling their children in

the most appropriate child care setting that suits their needs and one that is of high quality (as determined by the Lead Agency).

- Collect data and provide information on the coordination of services and supports, including services under Section 619 and Part C of the Individuals with Disabilities Education Act;
- Collect data and provide information on the supply of and demand for child care services in areas of the state and submit the information to the State;
- Work to establish partnerships with public agencies and private entities, including faith-based and community-based child care providers, to increase the supply and quality of child care services in the state and, as appropriate, coordinate their activities with the activities of the state Lead Agency and local agencies that administer funds made available through CCDF (98.52(b)).

Nothing in the statute or rule prohibits States from using CCR&R agencies to conduct or provide additional services beyond those required by statute or rule.

Note: Use section 7.6 to address how quality set-aside funds, if applicable, are used to support a statewide CCR&R system.

1.7.1 Does the Lead Agency fund a system of local or regional CCR&R organizations?

☐ No. The state/territory does not fund a CCR&R system and has no plans to establish one.

☒ Yes. The state/territory funds a CCR&R system. If yes, describe the following:

a) What services are provided through the CCR&R system?

- **The Lead Agency has a contract with Child Care Aware of Virginia (CCA-VA) to:**
 - **Provide comprehensive resource and referral services to families seeking child care (including faith-based, community-based, non-traditional hours, emergency care, and special needs care);**
 - **Provide technical assistance for child care providers on professional development and program operations; and**
 - **Monitor unlicensed subsidy vendor requirements.**
- **CCA-VA coordinates activities with the Lead Agency and local departments of social services (LDSS), providing outreach to LDSS child care program staff to promote usage of CCA-VA for resource and referral to families and to VDSS' Division of Licensing-Children's Programs for technical assistance for providers. Among provider resources shared by CCA-VA are handouts for providers on becoming licensed.**
- **CCA-VA maintains partnerships with public and private organizations, including faith-based, unregulated and community-based child care providers to increase the supply and quality of child care services in Virginia.**
- **CCA-VA must address the following topics with families:**
 - **differences between licensed and unlicensed child care,**
 - **quality ratings of potential providers, and**

- quality care characteristics.
 - Data is collected by region on:
 - the unduplicated number of families served,
 - completed referrals,
 - internet referrals,
 - technical assistance calls,
 - number of families requesting assistance for each age range of children needing care,
 - the number of families requesting care for a special needs child,
 - the reason for care at this time, and
 - the type of care chosen.
 - Data is also collected and information is provided on the coordination of services and supports, including services provided through the Individuals with Disabilities Education Act (IDEA) for children with disabilities; and the supply of and demand for child care services in local areas or regions of the state.
 - CCA-VA also collects and analyzes data on family income levels, single-parent families, employment status, and DSS subsidy referrals.
- b) How the CCR&R system is operated, including how many agencies and if there is a statewide network and how the system is coordinated.
- Child Care Aware of Virginia is organized into five regions with each region having between 25–34 localities. These regions are Central Virginia, Eastern Virginia, Northern Virginia, Piedmont Virginia, and Western Virginia and are aligned with the VDSS’s general program regions.
 - The CCA-VA main office is located in Richmond, VA and has 11 employees, including a Director, professional staff, and support staff. They contract with the following organizations to fulfill the services needed in each region:
 - Appalachian Community Action and Development Agency (Western)
 - ChildSavers (Central)
 - Sentara/Rockingham Memorial Hospital (Piedmont)
 - Smart Beginnings Virginia Peninsula (Eastern)
 - The Childcare Network (Northern)

1.8 Disaster Preparedness and Response Plan

Lead Agencies are required to establish a Statewide Child Care Disaster Plan (658E(c)(2)(U)). They must demonstrate how they will address the needs of children—including the need for safe child care, before, during, and after a state of emergency declared by the Governor or a major disaster or emergency (as defined by Section 102 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. 5122)—through a Statewide Disaster Plan that, for a State, is developed in collaboration with the State human services agency, the State emergency management agency, the State licensing agency, the State health department or public health department, local and

State child care resource and referral agencies, and the State Advisory Council on Early Childhood Education and Care (designated or established pursuant to section 642B(b)(1)(A)(i) of the Head Start Act (42 U.S.C. 9837b(b)(1)(A)(i))) or similar coordinating body (98.16(aa)).

- 1.8.1 Describe how the Statewide Child Care Disaster Plan was developed in collaboration with the State human services agency, the State emergency management agency, the State licensing agency, the State health department or public health department, local and State child care resource and referral agencies, and the State Advisory Council on Early Childhood Education and Care or similar coordinating body:

Virginia has a Statewide Child Care Disaster Plan Work Group with representation from human services, emergency management, licensing, health, resource and referral, a coordinating body, and other sectors. The Lead Agency facilitates and directs disaster plan development with input of work group members.

- 1.8.2 Describe how the Statewide Disaster Plan includes the Lead Agency's guidelines for the continuation of child care subsidies and child care services, which may include the provision of emergency and temporary child care services during a disaster and temporary operating standards for child care after a disaster:

In the event of an emergency or disaster, the Lead Agency's Division of Child Care and Early Childhood Development (CCECD) has a Continuity of Operations Plan in place to guide operations and support the continuance of child care subsidies and child care services during the term of the event and the recovery period. This plan is part of the Lead Agency's Continuity of Operations Plan. Elements of the CCECD Continuity Plan are incorporated in or reference in the Statewide Child Care Disaster Plan. The Disaster Plan references the overall CCECD continuity framework, authorities, contact information, designated responsibilities and activities, levels of emergency, and the phases of operation associated with an event: activation and relocation, alternate facility operations and reconstitution.

- 1.8.3 Describe Lead Agency procedures for the coordination of post-disaster recovery of child care services:

The Disaster Plan Work Group is currently addressing these procedures. This section of the State Child Care Plan will be completed before the Plan is submitted for federal approval.

- 1.8.4 Describe how the Lead Agency ensures that providers who receive CCDF funds have the following procedures in place—evacuation; relocation; shelter-in-place; lockdown; communications with and reunification of families; continuity of operations; and accommodations for infants and toddlers, children with disabilities, and children with chronic medical conditions:

- **The state regulations for the Child Care Subsidy Program and Subsidy Vendor Agreements require that participating providers have a written emergency preparedness plan that addresses staff responsibility and facility readiness, as well as procedures regarding emergency evacuation, relocation, shelter-in-place, lockdown, reunification of families, continuity of operations, accommodations or**

special requirements for infants and toddlers or children with special needs, and communication with families and first responders. In addition:

- The plan shall address the most likely to occur emergency scenario or scenarios, including but not limited to fire, severe storms, loss of utilities, natural disaster, chemical spills, intruder, and violence on or near the facility, and facility damage or other situations that may require evacuation, lockdown or shelter-in-place.
- The plan shall contain procedural components for staff training requirements, drill frequency, plan review and update, and other special procedures developed with local authorities.
- Emergency evacuation and shelter-in-place procedures or maps shall be posted in a location conspicuous to staff and children on each floor of each building.
- A 911 or local dial number for police, fire and emergency medical services and the number of the regional poison control center shall be posted in a visible and conspicuous place.
- The provider/vendor shall ensure that all staff receives training regarding emergency evacuation, relocation, shelter-in-place, and lockdown procedures on an annual basis, and at the end of each plan update.
- The provider/vendor shall ensure that the emergency plans are reviewed with any volunteers who work more than six hours per week prior to volunteering and on an annual basis.
- Compliance with the abovementioned requirements is assessed during VDSS inspections and corrective action is pursued when deficiencies are noted.
- Virginia's *Statewide Child Care Disaster Plan* also references these requirements.
- VDSS provides templates for Emergency Preparedness Plans and the above-mentioned procedures that providers can download, modify and incorporate into their operation manuals.
- VDSS provides training that includes the requirement that providers have the abovementioned procedures in place to Subsidy Program providers.

1.8.5 Describe how the Lead Agency ensures that providers who receive CCDF funds have the following procedures in place for child care staff and volunteers—emergency preparedness training and practice drills as required in 98.41(a)(1)(vii):

- Emergency response requirements are incorporated into Subsidy Vendor Agreements, including:
 - Emergency response drills shall be practiced:
 - Evacuation procedures shall be practiced at least monthly;
 - Shelter-in-place procedures shall be practiced twice a year; and
 - Lockdown procedures shall be practiced at least annually.
 - For centers offering multiple shifts, the simulated drills shall be divided evenly among the various shifts.

- The center shall maintain a record of the dates of the practice drills for one year.
 - The Lead Agency's preservice training course covers:
 - The importance of a written emergency plan for every child care facility and what should be included in a written emergency plan.
 - The need to identify emergency preparedness roles for child care center owners, center directors, family child care professionals, and staff who work in child care centers and homes when an emergency occurs.
 - During licensing inspections, DOLP reviews the documentation of practice drills and notes any instances where corrective action should be taken.
- 1.8.6 Provide the link to the website where the statewide child care disaster plan is available:
<http://childcareva.com/> under the Community section.

2 Promote Family Engagement Through Outreach and Consumer Education

Lead Agencies are required to support the role of parents as child care consumers who need information to make informed choices regarding the services that best suit their needs. A key purpose of the CCDBG Act is to “promote involvement by parents and family members in the development of their children in child care settings” (658A(b)). Lead Agencies have the opportunity to consider how information can be provided to parents through the child care assistance system, partner agencies, and child care consumer education websites.

The target audience for the consumer education information includes three groups: parents receiving CCDF assistance, the general public, and when appropriate, child care providers. In this section, Lead Agencies will address how information is made available to families to assist them in accessing high-quality child care and how information is shared on other financial assistance programs or supports for which a family might be eligible. In addition, Lead Agencies will certify that information on developmental screenings is provided and will describe how research and best practices concerning children's development, including their social-emotional development, is shared.

In this section, Lead Agencies will delineate the consumer and provider education information related to child care, as well as other services, including developmental screenings that is made available to parents, providers, and the general public and the ways that it is made available. This section also covers the parental complaint process and the consumer education website that has been developed by the Lead Agency and the manner in which it links to the national website and hotline. Finally, this section addresses the consumer statement that is provided to parents supported with CCDF funds.

2.1 Outreach to Families with Limited English Proficiency and Persons With Disabilities

The Lead Agency is required to describe how it provides outreach and services to eligible families with limited English proficiency and persons with disabilities and to facilitate the

participation of child care providers with limited English proficiency and disabilities in the CCDF program (98.16(dd)). Lead Agencies are required to develop policies and procedures to clearly communicate program information, such as requirements, consumer education information, and eligibility information, to families and child care providers of all backgrounds (81 FR 67456).

2.1.1 Describe how the Lead Agency or partners provide outreach and services to eligible families for whom English is not their first language:

- **The Virginia CommonHelp online application, through which child care subsidy services can be requested, is available in English and Spanish at <https://commonhelp.virginia.gov/access/>.**
- **The Virginia Department of Social Services website, <http://dss.virginia.gov/>, and Virginia’s child care microsite, <http://childcareva.com/>, can be translated into 103 languages using Google Translate.**
- **Brochures on choosing quality child care are available in English and Spanish.**
- **Applications for services are available in Spanish.**
- **Some local departments of social services have bilingual caseworkers and translators.**
- **Language interpretation and translation services are available statewide.**
- **Child Care Aware of Virginia (CCA-VA) provides information about available services, quality child care, and providers to parents both by telephone and online at <http://va.childcareaware.org/>.**
- **2-1-1 Virginia provides information by telephone 24/7 that parents can use to find information about child care options and additional services, with translation services available in 103 languages.**

2.1.2 Describe how the Lead Agency or partners provide outreach and services to eligible families with a person(s) with a disability:

- **For families participating in the Child Care Subsidy Program, an enhanced payment rate is available for families with children who have disabilities.**
- **Individuals with visual or auditory disabilities are directed to 2-1-1 Virginia which offers free, statewide, 24/7 online and telephone assistance.**
- **Child Care Aware of Virginia (CCA-VA) provides resources for families to educate themselves so they can support children’s special needs while also helping them find child care programs that meet the unique needs of the child, including those with disabilities.**
- **Upon request, local departments of social services make reasonable accommodations for persons with disabilities who are applying for child care services, such as home visits to assist with the application process.**
- **Applications can be completed online through the CommonHelp website or an application can be mailed to the applicant.**
- **The Virginia Department of Education, through the Individuals with Disabilities Education Act (IDEA), oversees how children and youth ages 3-21 receive special education and related services under IDEA – Part B, while Virginia Department of**

Behavioral Health and Developmental Services, through the Infant and Toddler Connection, has oversight responsibility for infants and toddlers (birth-3) with disabilities and their families receive early intervention services under IDEA – Part C.

2.2 Parental Complaint Process

The Lead Agency must certify that the state/territory maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request (658E(c)(2)(C); 98.15(b)(3)). Lead Agencies must also provide a detailed description of the hotline or similar reporting process for parents to submit complaints about child care providers; the process for substantiating complaints; the manner in which the Lead Agency maintains a record of substantiated parental complaints; and ways that the Lead Agency makes information on such parental complaints available to the public on request (98.16; 98.32).

2.2.1 Describe the Lead Agency’s hotline or similar reporting process through which parents can submit complaints about child care providers, including a link if it is a Web-based process:

- Parents can submit complaints through both a hotline, 800-543-7545, and other means.
- Contact information for the Division of Licensing-Children’s Programs is posted in each location where services are provided.
- Parents may contact the Licensing field office, the Licensing Inspector identified on the website for a particular service, or the main Licensing office by phone, mail, e-mail, or fax.
- Complaints may also be submitted online at https://www.dss.virginia.gov/about/email_licensing_complaint.cgi.
- **Calls, letters and e-mails are reviewed when they are received and complaint details are forwarded to field Licensing Inspectors and Licensing Administrators in the appropriate region for follow up.**

2.2.2 Describe the Lead Agency’s process for screening, substantiating and responding to complaints regarding CCDF providers, including whether the process includes monitoring:

- **Licensing Inspectors review complaint information and assess the potential for violations of applicable regulations, coordinating with law enforcement and other agencies as appropriate.**
- **Unannounced complaint investigations gather facts through interviews, observation, and record review.**
- **An inspection report summarizes the complaint.**
- **A violation notice detailing areas of noncompliance is prepared and reviewed with the provider.**
- **Findings and corrective actions pledged are monitored during subsequent inspections.**

2.2.3 Describe the Lead Agency's process for screening, substantiating and responding to complaints for non-CCDF providers, including whether the process includes monitoring:

- **Licensing Inspectors review complaint information and assess the potential for violations of applicable regulations, coordinating with law enforcement and other agencies as appropriate.**
- **Unannounced complaint investigations gather facts through interviews, observation, and record review.**
- **An inspection report summarizes the complaint.**
- **A violation notice detailing areas of noncompliance is prepared and reviewed with the provider.**
- **Findings and corrective actions pledged are monitored during subsequent inspections.**

2.2.4 Certify by describing how the Lead Agency maintains a record of substantiated parental complaints:

- **Complaint records are maintained in the Office of Licensing database, VERSA Regulation.**
- **If an inspection is conducted, inspection notices from the past 5 years are posted on the VDSS webpage, <http://www.dss.virginia.gov/facility/search/cc2.cgi>.**

2.2.5 Certify by describing how the Lead Agency makes information about substantiated parental complaints available to the public; this information can include the consumer education website discussed in section 2.3:

- **Inspections and complaints from the last five years are found on the VDSS public website at <http://www.dss.virginia.gov/facility/search/cc2.cgi>.**
- **All inspections and complaints maintained in the licensing database, VERSA Regulation, are available upon request.**

2.3 Consumer Education Website

States and Territories are required to provide information to parents, the general public, and when applicable, child care providers through a State website, which is consumer-friendly and easily accessible (658E(c)(2)(E)(i)(III)). The website must include information to assist families in understanding the policies and procedures for licensing child care providers. The website information must also include provider-specific information, monitoring and inspection reports for the provider, the quality of each provider (if such information is available for the provider), and the availability of the provider (658E(c)(2)(D); 98.33(a)). The website should also provide access to a yearly statewide report on deaths, serious injuries, and the number of cases of substantiated child abuse that have occurred in child care settings. To assist families with any additional questions, the website should provide contact information for local child care resource and referral organizations and any other agencies that can assist families in better understanding the information on the website.

To certify, respond to questions 2.3.1 through 2.3.10 by describing how the Lead Agency meets these requirements and provide the link in 2.3.11. Please note that any changes

made to the web links provided below in this section after the CCDF Plan is approved are considered substantial changes and CCDF Plan Amendments will be required.

2.3.1 Describe how the Lead Agency ensures that its website is consumer-friendly and easily accessible:

- **The Lead Agency has a microsite that only contains child care information, <http://childcareva.com/>.**
- **The child care microsite provides information through three main sections, each oriented toward a target group: Providers, Parents/Families, and Communities.**
- **Each of the three sections includes the most important and relevant information for that target group.**
- **The microsite is on the internet and is accessible from anywhere in the world.**

2.3.2 Describe how the website ensures the widest possible access to services for families that speak languages other than English (98.33(a)):

The microsite and the Virginia Department of Social Services website may be translated online into 103 different languages.

2.3.3 Describe how the website ensures the widest possible access to services for persons with disabilities:

- **The microsite is on the internet and is accessible from any location with internet access.**
- **The Virginia Department of Social Services website has a tab for Civil Rights Policy and Procedures to remind people that state and local offices may not discriminate based on disability.**

2.3.4 Lead Agency processes related to child care.

A required component of the consumer education website is a description of Lead Agency policies and procedures relating to child care (98.33(a) (1)). This information includes a description of how the state/territory licenses child care, a rationale for exempting providers from licensing requirements, the procedure for conducting monitoring and inspections of providers, and the policies and procedures related to criminal background checks.

a) Provide the link to how the Lead Agency licenses child care providers, including the rationale for exempting certain providers from licensing requirements, as described in section 5.3.6:

The Provider section of the child care microsite contains general provider-oriented information and links to licensure, inspection, background check, and other provider resources contained on the Lead Agency or State code websites:

- **The link for the process for new applicants for licensure in a child day center, http://www.dss.virginia.gov/facility/child_care/licensed/child_day_centers/**
- **The link for the process for new applicants for licensure in a family day home, http://www.dss.virginia.gov/facility/child_care/licensed/fdh/index.cgi**
- **Exemptions from licensure are in the Code of Virginia, section 63.2-1715, <https://law.lis.virginia.gov/vacode/title63.2/chapter17/section63.2-1715/>**

- b) Provide the link to the procedure for conducting monitoring and inspections of child care providers, as described in section 5.3.2:

Also available through the child care microsite, regulations for monitoring and inspection of licensed child care providers are found in the regulation General Procedures and Information for Licensure at:

http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/final_gp_reg.pdf

- c) Provide the link to the policies and procedures related to criminal background checks for staff members of child care providers and the offenses that prevent individuals from being employed by a child care provider or receiving CCDF funds, as described in sections 5.4.1 and 5.4.6:

Also available through the child care microsite, procedures related to background checks are posted at: http://www.dss.virginia.gov/family/children_background.cgi

Also available through the child care microsite, barrier crimes for child day programs are posted at:

http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/background_investigations/guidance_procedures/barrier_crimes_for_child_day_programs.pdf

2.3.5 List of providers

The consumer education website must include a list of all licensed providers and, at the discretion of the Lead Agency, all providers eligible to deliver CCDF services, identified as either licensed or license-exempt. Providers caring for children to whom they are related do not need to be included. The list of providers should be searchable by ZIP Code.

- a) Provide the website link to the searchable list of child care providers:

Also available through the child care microsite, the list of providers can be found at: <http://www.dss.virginia.gov/facility/search/cc.cgi>

- b) Which providers are included in the searchable list of child care providers:

- Licensed CCDF providers
- Licensed non-CCDF providers
- License-exempt center-based CCDF providers
- License-exempt family child care (FCC) CCDF providers
- License-exempt non-CCDF providers
- Relative CCDF child care providers
- Other. Describe: **Certified preschools and short-term child day centers**

- c) Describe what information is available in the search results. Specify if the information is different for different types of providers:

- **Search results contain facility name, address, phone number, facility type, license type, expiration date, administrator, business hours, capacity, ages served, inspector's name and phone number, subsidy status, inspection dates, subsidy vendor or not, complaint-related inspection or not, and whether there were violations.**

- **If there were violations, the website lists further information on the Standard that was violated, a description of the violation, and the correction plan, as well as a listing of areas reviewed, and specific comments.**

2.3.6 Lead Agencies must also identify specific quality information on each child care provider for whom they have this information. The type of information provided is determined by the Lead Agency, and it should help families easily understand whether a provider offers services that meet Lead Agency-specific best practices and standards or a nationally recognized, research-based set of criteria. Provider-specific quality information must only be posted on the consumer website if it is available for the individual provider.

a) How does the Lead Agency determine quality ratings or other quality information to include on the website?

- Quality rating and improvement system
- ☐ National accreditation
- ☐ Enhanced licensing system
- ☐ Meeting Head Start/Early Head Start requirements
- ☐ Meeting prekindergarten quality requirements
- Other. Describe:
 - **The QRIS system has an accelerated (fast track) option for programs whose quality is already assessed and monitored by another organization.**
 - **An organization can complete a crosswalk agreement that recognizes early care and education systems and accreditation that demonstrate that their standards align with Virginia's QRIS standards:**
 - **Health & Safety in good standing with Licensing and/or regulation authority - Level 1;**
 - **Education and Qualifications - Level 2, and**
 - **Curriculum & Assessment - Level 3.**
 - **The list of QRIS Fast Track Approved Organizations as of March 2018 is:**
 - **NAEYC (National Association for the Education of Young Children)**
 - **Virginia Preschool Initiative (VPI)**
 - **Head Start - Virginia**
 - **AdvancED**
 - **NAC (National Accreditation Commission for Early Care and Education Programs)**
 - **If a program is in good standing with an approved fast track organization and voluntarily enrolls in the QRIS, it is designated as a Level 3 quality program and may apply for Level 4/5.**

b) For what types of providers are quality ratings or other indicators of quality available?

- Licensed CCDF providers. Describe the quality information:

For providers that voluntarily enroll in QRIS and are approved, the quality level is available through the parent search on the Virginia Quality website, <https://viriniaquality.com/parents>.

- Licensed non-CCDF providers. Describe the quality information:

For providers that voluntarily enroll in QRIS and are approved, the quality level is available through the parent search on the Virginia Quality website, <https://viriniaquality.com/parents>.

- License-exempt center-based CCDF providers. Describe the quality information:

For providers that voluntarily enroll in QRIS and are an approved VDSS Subsidy Vendor, the quality level is available through the parent search on the Virginia Quality website, <https://viriniaquality.com/parents>.

- License-exempt FCC CCDF providers. Describe the quality information:

For providers that are Voluntary Registered in the licensing system, voluntarily enroll in QRIS, and are an approved VDSS Subsidy Vendor, the quality level is available through the parent search on the Virginia Quality website, <https://viriniaquality.com/parents>.

- ☐ License-exempt non-CCDF providers. Describe the quality information:
- ☐ Relative child care providers. Describe the quality information:
- ☐ Other. Describe:

2.3.7 Lead Agencies are required to post monitoring and inspection reports on the consumer education website for each licensed provider and for each non-relative provider eligible to provide CCDF services on the consumer education website. These reports must include results of required annual monitoring visits and visits due to major substantiated complaints about a provider's failure to comply with health and safety requirements and child care policies. The reports must be in plain language and be timely to ensure that the results of the reports are available and easily understood by parents when they are deciding on a child care provider. Lead Agencies must post at least 3 years of reports when available.

Certify by describing:

- a) How monitoring and inspection reports are in plain language. Include a website link to a sample monitoring report, or if reports are not in plain language, describe how plain-language summaries are used to meet the regulatory requirements. Include a link to a sample report and summary.
 - **Monitoring and inspection reports are written in plain language for ease of understanding by child care providers, professionals and the general public.**
 - **Reports are reviewed with the provider to assist with interpretation of the standards.**
 - **Link to sample report: [Sample Report](#)**
- b) How monitoring and inspection reports and/or their plain-language summaries prominently display any health and safety violations, including any fatalities or serious injuries.

- The citation number of the standard is presented in the report and is followed by a description of the violation.
 - Violation descriptions are written in clear and understandable terms for ease of understanding by all audiences.
 - Reports are posted on the Lead Agency's public website and a link to the public website is on the consumer education, child care microsite.
- c) The process for correcting inaccuracies in reports.
An amended report is created when an inaccuracy is identified and a signature of acknowledgement is obtained from the child care provider.
- d) The process for providers to appeal the findings in the reports, including the time requirements.
- **Within 15 calendar days of receipt of the inspection findings (inspection summary, violation notice, and supplemental information), a provider may request a review and discussion of the findings with the inspector's immediate supervisor.**
 - **To make a request for review and discussion, the provider must contact the licensing supervisor at the regional licensing office serving that geographical area.**
- e) How reports are posted in a timely manner. Specifically, provide the Lead Agency's definition of "timely" and describe how it ensures that reports are posted within its timeframe.
- **Reports are electronically written and entered into the Lead Agency's database system.**
 - **Within 5 business days of the provider's receipt of the Inspection Summary and/or Violation Notice, uploaded reports are synchronized and automatically posted on the Lead Agency's public website.**
- f) How many years of reports that the state/territory posts on its website, if any, beyond the required minimum of 3 years, where available (98.33(a)(4)(iv)).
Reports are available on the website 2 years beyond the required 3 years (5 years total).
- g) The policy for removing reports after a certain amount of time has passed (e.g., after 7 years).
Reports are removed from the website after 5 years; however, they are maintained indefinitely in the VDSS database and are available at any time upon request.
- h) Any additional providers on which the Lead Agency chooses to include reports. Note - Licensed providers and CCDF providers must have monitoring and inspection reports posted on their consumer education website.
- License-exempt non-CCDF providers
 - Relative child care providers
 - Other. Describe:

- 2.3.8 Aggregate data on serious injuries, deaths, and substantiated cases of child abuse that have occurred in child care settings each year must be posted on the consumer education website. The information on serious injuries and deaths should be organized by category of care and licensing status, however, Lead Agencies are not required to breakdown the instances of substantiated child abuse by category of care and licensing status.

Certify by providing:

- a) The designated entity to which child care providers must submit reports of any serious injuries or deaths of children occurring in child care (98.16 (ff)) and describe how the Lead Agency obtains the aggregate data from the entity.

Injuries requiring outside medical treatment and deaths are reported to the VDSS Division of Licensing-Children's Programs through submission of an online form at <http://www.dss.virginia.gov/facility/iromt.cgi>.

- b) The definition of "substantiated child abuse" used by the Lead Agency for this requirement.
- **A child abuse or neglect investigation is conducted when there are immediate child safety concerns, or the report is required by law to be investigated. The following reports are investigated:**
 - Sexual abuse,
 - Death of a child,
 - Serious injury,
 - Hospitalization due to suspected abuse/neglect,
 - Injuries requiring medical evaluation/treatment,
 - Abandonment, and
 - Abuse or neglect occurring in out-of-family settings, such as schools, day care programs, residential programs for children, or foster homes.
 - **The results of child abuse and neglect reports are either founded or unfounded. A founded disposition (i.e. substantiated child abuse) means the information gathered during an investigation has revealed a preponderance of evidence to support that abuse or neglect occurred.**
- c) The definition of "serious injury" used by the Lead Agency for this requirement.
- Serious injury means an injury of a child while under the care of a center or provider that requires outside medical treatment.**
- d) The website link to the page where the aggregate number of serious injuries, deaths, and substantiated instances of child abuse are posted.

This information is on the microsite, <http://childcareva.com>, in the Community section.

- 2.3.9 The consumer education website should include contact information on referrals to local child care resource and referral organizations. How does the Lead Agency provide referrals to local CCR&R agencies through the consumer education website? Describe and include a website link to this information:

The microsite and the Virginia Department of Social Services website provide links to Virginia's child care resource and referral agency, Child Care Aware of Virginia.

VDSS Public Website: <http://www.dss.virginia.gov/family/cc/publications.cgi>

Microsite: <http://www.childcareva.com/> - Click on Parents, then Resources.

- 2.3.10 The consumer education website should include information on how parents can contact the Lead Agency, or its designee, or other programs that can help the parent understand information included on the website. Describe and include a website link to this information:

The VDSS Public Website provides information for parents on how to contact their local department of social services or other support for more information at:

<http://www.dss.virginia.gov/family/cc/assistance.cgi> or

<http://www.dss.virginia.gov/family/cc/publications.cgi>

Microsite: <http://www.childcareva.com/> - Click on Parents, then Resources.

- 2.3.11 Provide the website link to the Lead Agency's consumer education website.

<http://childcareva.com> and <http://www.dss.virginia.gov/index.html>

2.4 National Website and Hotline

The CCDBG Act of 2014 required the U.S. Department of Health and Human Services to establish a national website at ChildCare.gov, which includes a ZIP Code-based search of available child care providers, provider-specific information about the quality of care and health and safety compliance, referrals to local CCR&R organizations, and information about child care subsidy programs and other financial supports available to families (658L(b)). Lead Agencies must also provide a description of how they will respond to complaints submitted through the national website and hotline (98.16(hh)).

- 2.4.1 Describe how the Lead Agency responds to complaints submitted through the national website and hotline regarding both licensed and license-exempt child care providers.

- **Calls and emails are reviewed as they are received.**
- **Complaint details are sent to field Licensing Inspectors and Licensing Administrators in the region for follow up as appropriate, with copies to the Management team.**

- 2.4.2 Identify the designee responsible for receiving and responding to complaints submitted through the national website and hotline.

Complaints from the national hotline come in to licensing administrative staff and are reviewed and distributed to field licensing staff for follow up, as appropriate.

2.5 Additional Consumer and Provider Education

Lead Agencies are required to certify that they will collect and disseminate information about the full diversity of child care services to promote parental choice to parents of eligible children, the general public, and where applicable, child care providers. In addition to the consumer education website, the consumer education information can be provided through CCR&R organizations or through direct conversations with eligibility case workers

and child care providers. Outreach and counseling can also be effectively provided via information sessions or intake processes for families (658E(c)(2)(E); 98.15(b)(4); 98.33(b)).

In questions 2.5.1 through 2.5.4, certify by describing:

2.5.1 How the Lead Agency shares information with eligible parents, the general public, and where applicable, child care providers about the availability of child care services provided through CCDF and other programs for which the family may be eligible, such as state preK, as well as the availability of financial assistance to obtain child care services. At a minimum, describe what is provided (e.g., such methods as written materials, the website, and direct communications) and how information is tailored for these audiences.

- **The Lead Agency provides information to parents, the general public, and child care providers online at www.dss.virginia.gov/family/cc/publications.cgi. The information is in the form of web links and downloadable written materials, some of which are available in English and Spanish. Consumers can also access the CommonHelp web-based application to apply online for benefits and use an online calculator to estimate their eligibility through this site.**
- **The consumer-friendly website, www.childcareva.com, provides a consolidated, consumer-friendly format with bulleted information for families, providers, and the general public that include links to resources and services, including CommonHelp.**
- **In-person communication is available to families who visit local departments of social services.**
- **Local departments of social services provide resources and written materials that are specific to their localities and are designed to be easy to read and understand.**
- **CommonHelp is a web-based application that allows Virginians to screen for eligibility and apply for multiple benefits and services available through VDSS. It is accessible 24/7, directly or through various links from other child care resources.**
- **2-1-1 Virginia provides information by telephone 24/7 that parents, providers, and the general public can use to find information about child care options and additional services. The information is available in 103 languages.**

2.5.2 The partnerships formed to make information about the availability of child care services available to families.

- **Local departments of social services provide resources to parents about child care that is specific to their localities.**
- **Child Care Aware of Virginia (CCA-VA), through a contract with the Lead Agency, provides information to parents, providers, and the general public about available services and general child care information.**
- **CCA-VA provides resources to help families and providers educate themselves so they can support children's special needs.**

- CCA-VA assists families in finding child care throughout Virginia via a website and toll-free hotline, providing:
 - Referrals to child care providers in their area;
 - Expert consultants to help families through the decision-making process;
 - Information about quality and how to find it;
 - Information about child development and parenting concerns; and
 - Guidance on supporting children's issues and public policy.
- 2-1-1 Virginia offers free, statewide, 24/7 online and telephone assistance to any caller, with dedicated lines for individuals with visual or hearing impairments and translation services in 103 languages.

2.5.3 How the Lead Agency provides the required information about the following programs and benefits to the parents of eligible children, the general public, and where applicable, providers. In the description, include at a minimum what information is provided, how the information is provided, and how the information is tailored to a variety of audiences and include any partners who assist in providing this information.

- Temporary Assistance for Needy Families program:
 - Information is available through the Lead Agency's websites at <http://www.dss.virginia.gov/benefit/tanf/index.cgi> and <http://www.childcareva.com/>.
 - The above websites provide detailed information about the TANF program, such as eligibility requirements.
 - The Lead Agency's main website provides a link to apply online through CommonHelp, <http://commonhelp.virginia.gov/access/>.
 - Through CommonHelp, applicants are able to apply for multiple programs, in addition to TANF, at the same time.
 - A brief overview of the program and the link to more information are shared with families applying for child care subsidy in the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.
 - Local departments of social services share the Family Resources Reference Guide with families applying for child care subsidy services.
- Head Start and Early Head Start programs:
 - Information about Head Start is available through the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/headstart.html> and <http://www.childcareva.com/>.
 - The above websites provide detailed information about the program.
 - The Lead Agency's website provides a link to the Administration for Children and Families (ACF) Head Start website for additional information.
 - A brief overview of the program and the link to more information are shared with families applying for child care subsidy in the Family Resources Reference Guide, available on the Lead Agency's websites at

<http://www.dss.virginia.gov/family/cc/publications.cgi> and
<http://www.childcareva.com/>.

- Local departments of social services share the Family Resources Reference Guide with families applying for child care subsidy services.
- Low Income Home Energy Assistance Program (LIHEAP):
 - Information is available through the Lead Agency's websites at <http://www.dss.virginia.gov/benefit/ea/> and <http://www.childcareva.com/>.
 - The above websites provide detailed information about the program such as the types of fuel assistance available.
 - The Lead Agency's main website also provides a link to apply online through CommonHelp, or the information required to apply by phone.
 - Through CommonHelp, <http://commonhelp.virginia.gov/access/>, applicants are able to apply for multiple programs in addition to LIHEAP, at the same time.
 - A brief overview of the program and the link to more information are shared with families applying for child care services in the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.
 - Local departments of social services share the Family Resources Reference Guide with families applying for child care subsidy services.
- Supplemental Nutrition Assistance Programs (SNAP) Program:
 - Information is available at the Lead Agency's websites at <http://www.dss.virginia.gov/benefit/ea/> and <http://www.childcareva.com/>.
 - The above websites provide detailed information about the program and requirements to become eligible for benefits.
 - The Lead Agency's main website provides a link to apply online through CommonHelp, <http://commonhelp.virginia.gov/access/>, where applicants are able to apply for multiple programs, in addition to SNAP, at the same time.
 - A brief overview of the program and the link to more information are shared with families applying for child care subsidy in the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.
 - Local departments of social services share the Family Resources Reference Guide with families applying for child care subsidy services.
- Women, Infants, and Children Program (WIC) program:
 - Information is available through the Virginia Department of Health's website, <http://www.vdh.virginia.gov/vdhlivewell/>.

- A brief overview of the program and the link to more information are shared with families applying for child care subsidy in the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.
 - Local departments of social services also share the Family Resources Reference Guide with families applying for child care subsidy services.
- Child and Adult Care Food Program(CACFP):
- Information is available through the Virginia Department of Health's website, <http://www.vdh.virginia.gov/vdhlivewell/>.
 - A brief overview of the program and the link to more information are shared with families applying for child care subsidy in the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>; the local departments of social services also share this resource guide with families.
 - Also listed on the Lead Agency web sites is the resource for the Virginia CACFP Sponsor's Association, <http://www.vachildcarefoodprogram.org/>.
- Medicaid and Children's Health Insurance Program (CHIP):
- Information is available through the Lead Agency's websites, http://www.dss.virginia.gov/benefit/medical_assistance/index.cgi and <http://www.childcareva.com/>.
 - The above websites provide detailed information about the program and requirements to become eligible for benefits.
 - The Lead Agency's main website also provides a link to apply online through CommonHelp.
 - Through CommonHelp, <https://commonhelp.virginia.gov/access/>, applicants are able to apply for multiple programs, including Medicaid, at the same time.
 - Families may apply for all medical assistance programs through the Cover Virginia website (<https://www.coverva.org/>) and are evaluated for all medical assistance programs for which they may be eligible.
 - Families may also apply for health coverage through the federally facilitated Marketplace and, if they appear to be Medicaid or CHIP eligible, they are automatically referred for one of Virginia's medical assistance programs.
 - A brief overview of the program and the link to more information are shared with families applying for child care subsidy in the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.
- Programs carried out under Section 619 and Part C of the Individuals with Disabilities Education Act (IDEA) :

- Information is posted on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> (under Child Care Guidance for Parents/Child Care Options/Special Needs) and <http://www.childcareva.com/>.
- A brief overview of the program and the link to more information are shared with eligible parents in the Family Resources Reference Guide, available on the Lead Agency's websites at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.

2.5.4 Describe how the Lead Agency makes available to parents, providers, and the general public information on research and best practices concerning children's development, including physical health and development, particularly healthy eating and physical activity. Information about successful parent and family engagement should also be shared. At a minimum, include what information is provided, how the information is provided, and how the information is tailored to a variety of audiences and include any partners in providing this information.

The Lead Agency provides information on research-based best practices for parents, providers, and the general public on <http://childcareva.com/> and <http://www.dss.virginia.gov/family/cc/publications.cgi>.

- **Parent topics include:**
 - Choosing Quality Child Care,
 - Child Development,
 - Child Care/Preschool Options,
 - Early Intervention and Special Needs,
 - Emergency Planning,
 - Financial Assistance,
 - Health and Safety, and
 - Additional Resources, including links to QRIS, Child Care Aware of Virginia and the Virginia Head Start Association.
- **Provider topics include:**
 - Business Management,
 - Child Development,
 - Early Intervention and Special Education,
 - Emergency Preparedness,
 - Family Engagement,
 - Financial,
 - Health and Safety,
 - Homelessness,
 - Inclusive Practices and Trauma-Informed Care,
 - Professional Associations,
 - Professional Development and Technical Assistance,
 - Teaching,
 - Courses and Endorsements,
 - Professional Development, and

- Scholarship Program.
- The Virginia Infant & Toddler Specialist Network (ITSN) website, <http://va-itsnetwork.org/>, has sections for families and providers that include child development topics, activities, and professional development.
- Virginia provides extensive training, technical assistance, and professional development opportunities for providers around:
 - Social emotional development,
 - Early childhood development,
 - Meaningful parent and family engagement, and
 - Physical health and development.
- Information is made available online as:
 - Individual resources and comprehensive training courses, including videos;
 - Downloadable, printable materials (some of which are available in multiple languages).
- Provider training is available in multiple formats, including web-based modules and in-person instruction. The “Virginia Preservice Training for Child Care Staff” 10-hour, online course and a health and safety update training module are available in partnership with Penn State’s Better Kid Care Office. Both emphasize the importance of positive child development, physical activity, and healthy eating.
- The Lead Agency partners with:
 - 120 local departments of social services,
 - Child Care Aware of Virginia,
 - Virginia Infant & Toddler Specialist Network,
 - Virginia Cross-sector Professional Development, and
 - Virginia Early Childhood Foundation.

2.5.5 Describe how information on the Lead Agency’s policies regarding the social-emotional and behavioral issues and early childhood mental health of young children, including positive behavioral intervention and support models for those from birth to school age, are shared with families, providers, and the general public. At a minimum, include what information is provided, how the information is provided, and how information is tailored to a variety of audiences and include any partners in providing this information.

- The Lead Agency provides guidance on suspension and expulsion in a formal document, “Best Practice Recommendations for the Prevention of Suspension and Expulsion of Young Children: Supporting Children with Challenging Behaviors in Early Childhood Settings.” This guide was created with state early care and education partners and a Rutgers’ early childhood education expert and consultant. The work group developing the guide was jointly led by the Virginia Department of Education and the Virginia Department of Social Services.
- This guidance is made available to all families, child care programs, practitioners and the general public via the Lead Agency’s websites, the Virginia Department of Education’s website, and through email distribution to child care providers.

- It contains step-by-step guidance to avoid suspensions and expulsions, effective strategies for parents and providers, as well as numerous resources for parents, providers and the general public.
- Suspension and expulsion are to be avoided if possible through documented and intentional behavior modification plans, awareness and professional development opportunities for the practitioners, and positive administrative support.

2.5.6 Describe the Lead Agency's policies to prevent the suspension and expulsion of children from birth to age 5 in child care and other early childhood programs receiving CCDF funds (98.16(ee)), including how those policies are shared with families, providers, and the general public.

- The Lead Agency provides guidance on suspension and expulsion in a formal document, "Best Practice Recommendations for the Prevention of Suspension and Expulsion of Young Children: Supporting Children with Challenging Behaviors in Early Childhood Settings." This guide was created with state early care and education partners and a Rutgers' early childhood education expert and consultant. The work group developing the guide was jointly led by the Virginia Department of Education and the Virginia Department of Social Services.
- This guidance is made available to all families, child care programs, practitioners and the general public via the Lead Agency's websites, the Virginia Department of Education's website, and through email distribution to child care providers.
- It contains step-by-step guidance to avoid suspensions and expulsions, effective strategies for parents and providers, as well as numerous resources for parents, providers and the general public.
- Suspension and expulsion are to be avoided if possible through documented and intentional behavior modification plans, awareness and professional development opportunities for the practitioners, and positive administrative support.

2.6 Procedures for Providing Information on Developmental Screenings

Lead Agencies are required to provide information on developmental screenings, including information on resources and services that the State can deploy, such as the use of the Early and Periodic Screening, Diagnosis, and Treatment program under the Medicaid program carried out under title XIX of the Social Security Act and developmental screening services available under Section 619 and Part C of the Individuals with Disabilities Education Act (IDEA),, in conducting those developmental screenings and in providing referrals to services for children who receive subsidies. Lead Agencies must also include a description of how a family or child care provider can use these resources and services to obtain developmental screenings for children who receive subsidies and who might be at risk of cognitive or other developmental delays, which can include social, emotional, physical, or linguistic delays (658E(c)(2)(E)(ii)). Lead Agencies are required to provide this information to eligible families during CCDF intake and to child care providers through training and education (98.33(c)).

2.6.1 Certify by describing:

- a) How the Lead Agency collects and disseminates information on existing resources and services available for conducting developmental screenings to CCDF parents, the general public, and where applicable, child care providers (98.15(b)(3)).
- **Information on developmental screenings is on the parent and provider pages of the Lead Agency's website, <http://dss.virginia.gov/>, and microsite, <http://childcareva.com/>.**
 - **As new information becomes available, updates are sent via the Lead Agency's ListServs and shared at partner meetings.**
 - **Contact information for the Infant and Toddler Connection and the Virginia Department of Education's Special Education 619 Office, Virginia's developmental screening agencies, is listed in the Family Resources Reference Guide that is posted on the Lead Agency websites and distributed in trainings.**
 - **Child Care Aware of Virginia, Infant and Toddler Specialists, local Child Care Social Workers, and QRIS staff provide this information to families and providers as needed or requested.**
- b) The procedures for providing information on and referring families and child care providers to the Early and Periodic Screening, Diagnosis, and Treatment program under the Medicaid program—carried out under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.)—and developmental screening services available under Section 619 and Part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.).
- **Information is posted on the Lead Agency's website at <http://www.dss.virginia.gov/family/cc/publications.cgi> (under Child Care Guidance for Parents/Child Care Options/Special Needs) and on the child care microsite at <http://www.childcareva.com/>.**
 - **A brief overview of the program and the link to more information are shared with eligible parents in the Family Resources Reference Guide, available at <http://www.dss.virginia.gov/family/cc/publications.cgi> and <http://www.childcareva.com/>.**
- c) How the Lead Agency gives information on developmental screenings to parents receiving a subsidy as part of the intake process. Include the information provided, ways it is provided, and any partners in this work.
- **Parents applying for child care subsidy are provided with a copy of the Family Resources Reference Guide, which includes information on how to access developmental screenings. The Guide is also available on the Lead Agency's website and the child care microsite.**
 - **Child care providers receiving CCDF may discuss available resources with the families of the children in their care.**
 - **All three programs (EPSTD, VDOE 619 Part C, and Virginia Infant & Toddler Connection) will provide developmental screenings upon request for families.**
 - **The Virginia Infant & Toddler Specialist Network trains providers serving infants and toddlers on the Ages and Stages Questionnaire (ASQ-3 and ASQ:SE).**

- **Virginia Commonwealth University provides training on Center on the Social and Emotional Foundations for Early Learning (CSEFEL) infant and toddler training modules.**
- d) How CCDF families or child care providers receiving CCDF can use the available resources and services to obtain developmental screenings for CCDF children at risk for cognitive or other developmental delays.
- **Families may contact the Infant and Toddler Connection and the Virginia Department of Education's 619 Office to obtain information about getting developmental screenings.**
 - **They may also contact Child Care Aware of Virginia, the Infant and Toddler Specialist Network, Early Impact Virginia (Virginia's home visiting consortium), and Virginia Quality (Virginia's QRIS).**
- e) How child care providers receive this information through training and professional development.
- **Developmental screening information is provided in the 10-hour preservice training that is required for all child care practitioners who work in programs receiving subsidy funds.**
 - **This information is also provided in the optional ages and stages courses and through trainings with the Infant and Toddler Specialist Network and Virginia Quality.**
- f) Provide the citation for this policy and procedure related to providing information on developmental screenings.

Child Care Subsidy Program Guidance Manual, Section 3.7, Consumer Education

2.7 Consumer Statement for Parents Receiving CCDF Funds

Lead Agencies must provide CCDF parents with a consumer statement in hard copy or electronically (such as referral to a consumer education website) that contains specific information about the child care provider they select. This information about the child care provider selected by the parent includes health and safety requirements met by the provider, any licensing or regulatory requirements met by the provider, the date the provider was last inspected, any history of violations of these requirements, and any voluntary quality standards met by the provider. It must also describe how CCDF subsidies are designed to promote equal access, how to submit a complaint through a hotline, and how to contact local resource and referral agencies or other community-based supports that assist parents in finding and enrolling in quality child care (98.33(d)). Please note that if the consumer statement is provided electronically, Lead Agencies should consider how to ensure that the statement is accessible to parents and that parents have a way to contact someone to address questions they have.

2.7.1 Certify by describing:

- a) How the Lead Agency provides parents receiving CCDF funds with a consumer statement.

- **Child Care Subsidy Program Guidance** requires that local departments of social services advise families who receive child care subsidy that they have full parental choice of legally operating child care vendors who meet the requirements of the subsidy program.
 - The local department or a recognized resource and referral agency must provide appropriate consumer education to parents to assist them in gaining needed information about child care services, about the availability of vendors and about how to identify and monitor quality child care.
 - The provision of consumer education and notes on the discussion with program participants is required to be documented as part of the development of the family service plan.
 - Local departments are required to provide parents with the link to the **Quality Child Care Video** prior to their initial eligibility interview and refer them to the Virginia Quality website at www.virginiaquality.com/parents.
- b) What is included in the statement, including when the consumer statement is provided to families.
- The consumer statement consists of the health, safety, and licensing or regulatory requirements that were reviewed, technical assistance provided during the inspection, and the inspector's comments.
 - Specific information on violations is available, including a description of the violation and the center's response and/or corrective action taken.
 - The reports are searchable by name, type of provider, and location.
 - At the initial Child Care eligibility interview, the local department of social services will advise the parent how to access the consumer statement.
- c) Provide a link to a sample consumer statement or a description if a link is not available.

[Sample Provider Search Result](#)

3 Provide Stable Child Care Financial Assistance to Families

In providing child care assistance to families, Lead Agencies are required to implement these policies and procedures: a minimum 12-month eligibility and redetermination periods, a process to account for irregular fluctuations in earnings, a policy ensuring that families' work schedules are not disrupted by program requirements, policies to provide for a job search of not fewer than 3 months if the Lead Agency exercises the option to discontinue assistance, and policies for the graduated phase-out of assistance. Also, procedures for the enrollment of homeless children and children in foster care, if served, pending the completion of documentation, are required.

Note: Lead Agencies are not prohibited from establishing policies that extend eligibility beyond 12 months to align program requirements. For example, Lead Agencies can allow

children enrolled in Head Start, Early Head Start, state or local prekindergarten, and other collaborative programs to finish the program year. This type of policy promotes continuity for families receiving services through multiple benefit programs.

In this section, Lead Agencies will identify how they define eligible children and families and how the Lead Agency improves access for vulnerable children and families. This section also addresses the policies that protect working families and determine a family's contribution to the child care payment.

3.1 Eligible Children and Families

At the time when eligibility is determined, children must (1) be younger than age 13; (2) reside with a family whose income does not exceed 85 percent of the State's median income for a family of the same size and whose family assets do not exceed \$1,000,000 (as certified by a member of said family); and (3)(a) reside with a parent or parents who are working or attending a job training or educational program or (b) receives, or needs to receive, protective services and resides with a parent or parents not described in (3)(a.) (658P(4)).

3.1.1 Eligibility criteria based on a child's age

a) The CCDF program serves children from **0 months to 13 years** (through age 12). *Note:* Do not include children incapable of self-care or under court supervision, who are reported below in (b) and (c).

b) Does the Lead Agency allow CCDF-funded child care for children ages 13 and older but below age 19 who are physically and/or mentally incapable of self-care (658E(c)(3)(B); 658P(3))?

☐ No

☒ Yes, and the upper age is **17** (may not equal or exceed age 19). If yes, provide the Lead Agency definition of physical or mental incapacity:

Children with documented developmental disabilities, intellectual disabilities, emotional disturbance, sensory or motor impairment, or significant chronic illness who require special health surveillance or specialized programs, interventions, technologies, or facilities (up to a child's 18th birthday).

c) Does the Lead Agency allow CCDF-funded child care for children ages 13 and older but below age 19 who are under court supervision (658P(3); 658E(c)(3)(B))?

☐ No

☒ Yes, and the upper age is **17** (may not equal or exceed age 19).

d) How does the Lead Agency define the following eligibility terms?

“residing with”:

A child is considered to be residing with the parent if that parent is responsible for the day-to-day care and control of the child and if any temporary living situation is not an out-of-home placement.

“in loco parentis”:

The adult(s) with whom a child is living and has assumed responsibility for the day-to-day care and supervision of the child is considered *in loco parentis*.

3.1.2 Eligibility criteria based on reason for care

- a) How does the Lead Agency define “working or attending a job training and educational program” for the purposes of CCDF eligibility at the time of determination? Provide the definitions below for:

“Working”:

- **Individuals are considered to be working if they meet the established work requirements of TANF, VIEW, or SNAP Employment & Training or have regular gainful employment in a part-time or full-time capacity.**
- **No minimum number of hours is required for CCDF.**

“Job training”:

- **For the purpose of eligibility, attending a job training program refers to an individual in a job training activity who participates in that activity on a regular basis.**
- **Child care that is approved for job training activities is limited to a curriculum related to the fulfillment of an individual’s employment goal.**
- **Participants must show that they are making satisfactory progress.**

“Education”:

- **For the purpose of eligibility, attending an educational program refers to an individual in an educational activity who participates in that activity on a regular basis.**
- **Child care that is approved for education activities is limited to a curriculum related to the fulfillment of an individual’s employment goal.**
- **Participants must show that they are making satisfactory progress.**

“Attending job training or education” (e.g. number of hours, travel time):

For parents enrolled in an approved education/training program, a full day of care up to 12 hours may be authorized for each day a class is scheduled.

- b) Does the Lead Agency allow parents to qualify for CCDF assistance on the basis of education and training participation alone (without additional minimum work requirements)?

☐ No. If no, describe the additional work requirements:

- ☒ Yes. If yes, define the job-search time limit, keeping in mind a minimum of 3 months is required to be provided when a parent experiences a non-temporary loss or cessation of eligible activity:

- **Job-search time limit does not apply.**

- **There is no minimum work requirement.**

c) Does the Lead Agency consider engaging in a job search or seeking employment an eligible activity at initial eligibility determination (at application) and at the 12-month eligibility redetermination (must provide a minimum of 3 months)?

- ☒ No.
☐ Yes. If yes, describe the policy or procedure.

d) Does the Lead Agency provide child care to children in protective services?

- ☐ No.
☒ Yes. If yes:

i. Please provide the Lead Agency's definition of "protective services":
Note: Federal requirements allow other vulnerable children identified by the Lead Agency not formally in child protection to be included in the Lead Agency's definition of protective services for CCDF purposes. A Lead Agency may elect to provide CCDF-funded child care to children in foster care when foster care parents are *not* working or are *not* in education/training activities, but this provision should be included in the protective services definition above.

- **Child Protective Services means the identification of, receipt of, and immediate response to complaints and reports of alleged child abuse or neglect for children under 18 years of age.**
- **It also includes assessment and arranging for and providing necessary protective and rehabilitative services for a child and his/her family when the child has been found to have been abused or neglected or is at risk of being abused or neglected.**
- **If a child is in foster care, foster care funds are used to pay for child care; CCDF funds are not used to provide child care to foster children.**

ii. Are children in foster care considered to be in protective services for the purposes of eligibility at determination?

- ☒ No
☐ Yes

iii. Does the Lead Agency waive the income eligibility requirements for cases in which children receive, or need to receive, protective services on a case-by-case basis (658E(c)(5))?

- ☒ No
☐ Yes

iv. Does the Lead Agency provide respite care to custodial parents of children in protective services?

- ☒ No
☐ Yes

3.1.3 Eligibility criteria based on family income

- a) How does the Lead Agency define “income” for the purposes of eligibility at the point of determination?
- **The gross countable monthly income of all household members who are included in the family unit.**
 - **Earnings and unearned income from sources such as Social Security and child support for children in the family unit are included.**
- b) Provide the CCDF income eligibility limits in the table below. Complete columns (a) and (b) based on maximum eligibility at initial entry into CCDF. Complete columns (c) and (d) *only if* the Lead Agency is using income eligibility limits lower than 85 percent of the current state median income (SMI) at the initial eligibility determination point. Fill in the chart based on the most populous area of the state (the area serving the highest number of CCDF children).
- c) If the income eligibility limits are not statewide, describe how many jurisdictions set their own income eligibility limits and provide the income limit ranges across the jurisdictions (e.g. range from [lowest limit] to [highest limit])(98.16(i)(3)).

	(a)	(b)	(c)	(d)
Family Size	100% of SMI (\$/Month)	85% of SMI (\$/Month) [Multiply (a) by 0.85]	(IF APPLICABLE) (\$/Month) Maximum “Entry” Income Level if Lower Than 85% of Current SMI	(IF APPLICABLE) (% of SMI) [Divide (c) by (a), multiply by 100] Income Level if Lower Than 85% of Current SMI
1	N/A	N/A	N/A	N/A
2	\$5,376	\$4,579	\$3,384	63%
3	\$6,641	\$5,645	\$4,255	64%
4	\$7,906	\$6,720	\$5,125	65%
5	\$9,171	\$7,795	\$5,996	65%

Reminder: Income limits must be established and reported in terms of current SMI based on the most recent data published by the Bureau of the Census (98.20(a)(2)(i)) even if the federal poverty level is used in implementing the program. SMI guidelines are available at: <https://www.acf.hhs.gov/ocs/resource/liheap-im2017-03>.

- d) SMI source and year:

Administration for Families and Children, Office of Community Services, Transmittal No. LIHEAP-IM-2017-03, June 26, 2017.

- e) What was the date that these eligibility limits in column (c) became effective?

October 1, 2017

- f) Provide the citation or link, if available, for the income eligibility limits.

http://www.dss.virginia.gov/files/division/cc/assistance/parents_guardians/guidance_procedures/Child_Care_Subsidy_Guidance_Manual.pdf in Appendix A on p. 160

- 3.1.4 Lead Agencies are required to ensure that children receiving CCDF funds do not have family assets that exceed \$1,000,000, as certified by a family member (98.20(a)(2)(ii)).
- a) Describe how the family member certifies that family assets do not exceed \$1,000,000 (e.g., a checkoff on the CCDF application).

The applicant/recipient can self-certify that their family assets do not exceed \$1,000,000 on the Child Care Subsidy Service Application and Redetermination form.

- b) Does the Lead Agency waive the asset limit on a case-by-case basis for families defined as receiving, or in need of, protective services?

☒ No.

☐ Yes. If yes, please identify the policy or procedure:

- 3.1.5 Describe any additional eligibility conditions or priority rules applied by the Lead Agency during eligibility determination or redetermination (98.20(b)).

Applicants and recipients of the Subsidy Program must register and cooperate with the Child Support Enforcement, as set out in the Code of Virginia.

- 3.1.6 Lead Agencies are required to take into consideration children's development and promote continuity of care when authorizing child care services (98.21(f); 98.16(h)(6)). Examples include partnering with Head Start, prekindergarten, or other high-quality programs to create a package of arrangements that accommodates parent's work schedules; providing more intensive case management for families with children with multiple risk factors; and including in the eligibility determination process a question about whether a child has an Individualized Education Program or Individual Family Service Plan. Describe the Lead Agency's policies and procedures that take into consideration children's development and learning and that promote continuity of care when authorizing child care services.

- **The Subsidy Program partners with Virginia's Head Start and the Virginia Preschool Initiative to offer full day care for children by offering child care before and after these part day programs (wrap-around care).**
- **Funding for Head Start wrap-around care is provided through a funding source specially targeted for this project. Funding for wrap-around care for the Early Head Start/Child Care Partnership families is also assured through a separate budget code.**
- **The Subsidy Program addresses a child's developmental needs by allowing payments up to twice the normal reimbursement rate, if the child's special need is documented and the additional amount is warranted.**
- **The Subsidy Program uses a holistic approach to services by developing a service plan with the family that addresses family needs in addition to child care.**
- **There is a Family Resource Reference Guide available to help families locate assistance with other service needs.**

3.1.7 Graduated phase-out of assistance.

Lead Agencies are required to provide for a graduated phase-out of assistance for families whose income has increased above the state's initial income threshold at the time of redetermination but remains below the federal threshold of 85 percent of the state median income. Providing a graduated phase-out promotes continuity by allowing for wage growth, allows for a tapered transition out of the child care subsidy program as income increases, and supports long-term self-sufficiency for families.

Lead Agencies that establish initial family income eligibility below 85 percent of SMI must provide a graduated phase-out by implementing a two-tiered eligibility threshold, with the second tier of eligibility (used at the time of eligibility redetermination) to be set at:

- i. 85 percent of SMI for a family of the same size
- ii. An amount lower than 85 percent of SMI for a family of the same size but above the Lead Agency's initial eligibility threshold that:
 - (A) Takes into account the typical household budget of a low-income family
 - (B) Provides justification that the second eligibility threshold is:
 - (1) Sufficient to accommodate increases in family income over time that are typical for low-income workers and that promote and support family economic stability
 - (2) Reasonably allows a family to continue accessing child care services without unnecessary disruption.

At redetermination, a child shall be considered eligible if his or her parents are working or attending a job training or educational program even if their income exceeds the Lead Agency's income limit to initially qualify for assistance as long as their income does not exceed the second tier of eligibility (98.21(a); 98.21(b)(1)).

A family eligible for services via the graduated phase-out of assistance is considered eligible under the same conditions as other eligible families with the exception of the copayment restrictions, which do not apply to a graduated phase-out. To help families transition off of child care assistance, Lead Agencies may gradually adjust copay amounts for families whose children are determined eligible under a graduated phase-out and may require additional reporting on changes in family income. However, Lead Agencies must still ensure that any additional reporting requirements do not constitute an undue burden on families.

- a) Check and describe the option that best identifies the Lead Agency's policies and procedures regarding the graduated phase-out of assistance.
 - ☐ N/A—The Lead Agency sets its initial eligibility level at 85 percent of SMI and, therefore, is not required to provide a graduated phase-out period.
 - ☒ The Lead Agency sets the second eligibility threshold at 85 percent of SMI.
 - Describe the policies and procedures.
 - **Graduated phase-out is defined as the period of time for child care subsidy and services to continue as determined by the local department**

at redetermination for recipients whose income exceeds the initial eligibility limit but that is below the exit eligibility limit.

- **At redetermination, if a recipient's countable income exceeds the initial eligibility limit, they shall be considered income eligible until their countable income meets or exceeds the exit eligibility limit (85 percent of SMI).**
- **During graduated phase-out, the recipient family co-payment may be increased if the family's countable income increases.**
- Provide the citation for this policy or procedure.

Child Care Subsidy Program Guidance Manual, Section 1.1, Definitions and Section 3.5.D., Income Eligibility

- ☐ The Lead Agency sets the second eligibility threshold at an amount lower than 85 percent of SMI for a family of the same size but above the Lead Agency's initial eligibility threshold.

- Provide the second eligibility level for a family of three.
- Describe how the second eligibility threshold:
 - i. Takes into account the typical household budget of a low-income family:
 - ii. Is sufficient to accommodate increases in family income over time that are typical for low-income workers and that promote and support family economic stability:
 - iii. Reasonably allows a family to continue accessing child care services without unnecessary disruption:
 - iv. Provide the citation for this policy or procedure:

- b) Does the Lead Agency gradually adjust copays for families eligible under the graduated phase-out period?

- ☐ No
☒ Yes

- i. If yes, describe how the Lead Agency gradually adjusts copays for families under a graduated phase-out.
 - **During graduated phase-out, the recipient family co-payment may be increased if the family's countable income increases.**
 - **The copayment will be 5 to 10 percent of the family's gross monthly income, based on family size and income.**
- ii. If yes, does the Lead Agency require additional reporting requirements during the graduated phase-out period? (*Note: Additional reporting requirements are also discussed in section 3.3.3 of the plan.*)

☐ No.

☒ Yes. Describe:

- The recipient must report changes to the family's gross monthly income that would cause the total amount to exceed 85% of state median income.
- Recipients must also report any change of address, household members, or change in child care provider/vendor.

3.1.8 Fluctuation in earnings.

Lead Agencies are required to demonstrate how their processes for initial determination and redetermination take into account irregular fluctuations in earnings (658E(c)(2)(N)(i)(II)). The Lead Agency must put in place policies that ensure that temporary increases in income, including temporary increases that can result in a monthly income exceeding 85 percent of SMI (calculated on a monthly basis) from seasonal employment or other temporary work schedules, do not affect eligibility or family copayments (98.21(c)).

Describe the Lead Agency's policy related to the fluctuation in earnings requirement, including how temporary increases that result in a monthly income exceeding 85 percent of SMI (calculated on a monthly basis) do not affect eligibility or family copayments.

- If income fluctuates, the Child Care Worker selects a projection period in VaCMS to average the amount over a period sufficient to take the fluctuations into consideration.
- Usually, the monthly gross income received in the previous three months is sufficient; however, for child support, farm income or seasonal employment, it may be necessary to average income over a period of up to 12 months.
- Temporary increases in income do not affect the applicant/recipient's eligibility or co-payment amount, including monthly fluctuations, which when taken in isolation, may incorrectly indicate that an applicant/recipient's income exceeds the income eligibility limit or 85% of state median income; therefore, temporary increases in income shall not be included in the income calculation.
- These types of temporary increases may include, but are not limited to, sporadic overtime pay, commissions, bonus pay, and recognition pay, not indicative of a permanent increase in income, or income that is not expected to be received on a regular ongoing basis.
- Income that is included as part of the applicant/recipient's annual wages/salary, such as holiday pay, sick leave, or annual leave would not be disregarded. The Child Care Worker must document why any type of income was excluded from the calculation for determining income eligibility and the family's co-payment amount.

3.1.9 Lead Agencies are required to have procedures for documenting and verifying that children receiving CCDF funds meet eligibility criteria at the time of eligibility determination and redetermination (98.68(c)). Check the information that the Lead Agency documents and verifies and describe, at a minimum, what information is required and how often. Check all that apply.

- Applicant identity. Describe:

- A face-to-face interview is required at initial application.
 - The interview and information provided is documented in the Virginia Case Management System (VaCMS).
 - The applicant must provide verification of their identity at the time of application.
 - The applicant's identity may be verified through readily available documentary evidence, including DMV inquiries through SPIDeR, or through a collateral contact, if no other source is available.
 - Acceptable verification includes, but is not limited to, a driver's license, work or school ID, ID for health benefits/assistance or social services program, a voter registration card, wage stubs, a Social Security card issued by the Social Security Administration (SSA), or a birth certificate.
 - The Child Care Worker must accept any document that reasonably establishes the applicant's identity.
 - The source of verification used must be documented in VaCMS and scanned into the Document Management Imaging System (DMIS) under permanent verifications.
- Applicant's relationship to the child. Describe:
Declaration of relationship is accepted at initial application.
- Child's information for determining eligibility (e.g., identity, age, citizen/immigration status). Describe:
- An applicant must declare the child's information on the application. The information is documented on the application and within the Virginia Case Management System (VaCMS).
 - Declaration of an applicant is accepted unless there is a reason to question the validity of that information.
 - The child's legal status is verified by viewing an original birth certificate. If a birth certificate is not available, the worker may view a United States passport, FS-240 form, FS-545 form, N-561 form, Statement provided by a U.S. consular official, Form I-872, Form I-551, Form I-94, Form I-688B, Form I-766, letter from the Asylum Office of the U.S. Citizenship and Immigration Service, or by Order of an immigration judge granting asylum.
 - The status of qualified aliens must be confirmed at least annually.
- Work. Describe:
- An applicant must declare work on the application. The information is documented on the application and within the VaCMS.
 - Earnings are verified by pay stubs or a statement from the employer. Employment must be confirmed at least annually and recipients are required to report changes to employment status to the child care worker.
- Job training or educational program. Describe:

- An applicant must declare education/training programs on the application.
 - The information is documented on the application and within the VaCMS.
 - Enrollment in an education/job training program is verified by a statement from the educational institution.
 - Education/training program enrollment must be verified at least annually and recipients are required to report changes to enrollment status to the child care worker.
- Family income. Describe:
- An applicant must declare income on the application.
 - Income that is counted in determining eligibility must be verified through paystubs or a statement from the employer.
 - Other Virginia public assistance is verified through state systems or communication with eligibility workers.
 - Federal benefits are verified through other state systems or by documentation from the source.
 - Income is verified annually along with employment and education/training. Families are required to report changes in income that would affect their eligibility.
- Household composition. Describe:
- An applicant must list household members at initial application and at eligibility redetermination.
 - The information is documented on the application and within the VaCMS.
 - Declaration of an applicant is accepted unless there is a reason to question the validity of that information.
- Applicant residence. Describe:
- Families served must reside in the locality where application for child care subsidy and services is made.
 - Proof of residency must be provided by the applicant. This proof may be, but is not limited to, a lease, a driver's license, a landlord's written statement, or utility bills.
 - Residency is required to be verified at initial application or when the recipient reports a change in residency at redetermination or during their 12-month eligibility period.
- Other. Describe:
- As a condition of eligibility, in some instances non-TANF applicants/recipients of the Child Care Subsidy Program are required to register with the Division of Child Support Enforcement (DCSE) and the local department of social services in the establishment of paternity and collection of support payments, unless good cause for refusing to do so is determined.

- **An applicant/recipient must provide identifying information on the non-custodial parent of the children for whom subsidy assistance is requested and their siblings with the same absent parent.**
- **This information is documented on the Referral to DCSE form, which is sent to the local DCSE office after eligibility is approved, and is entered in VaCMS.**

3.1.10 Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?

- Time limit for making eligibility determinations. Describe length of time **30 days**
- Track and monitor the eligibility determination process
- Other. Describe:
 - **Local departments of social services are responsible for monitoring the eligibility determination process.**
 - **The state's automated computer system provides reports to track and monitor the eligibility determination processes and the timeliness of eligibility determination.**

☐ None

3.1.11 Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement.

Lead Agencies are required to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child younger than age 6 (98.16(v); 98.33(f)).

Lead Agencies must coordinate with TANF programs to ensure that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the state/territory TANF agency in accordance with Section 407(e)(2) of the Social Security Act.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care.

Note: The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

a) Identify the TANF agency that established these criteria or definitions:

Virginia Department of Social Services

b) Provide the following definitions established by the TANF agency:

- "Appropriate child care":

Child care arranged by the participant or, if the participant cannot arrange for the child's care, child care arranged by the local department of social services with a legally operating provider.

- “Reasonable distance”:

The travel time from the child's home to the child care provider and the work site is generally no more than one hour, based on transportation available to the parent.

- “Unsuitability of informal child care”:

The child care arrangement does not meet the requirements for relative care in the Virginia Department of Social Services Child Care Services guidance.

- “Affordable child care arrangements”:

The cost of the child care is less than or equal to the payment amounts specified in the Virginia Department of Social Services Child Care Services guidance (Maximum Reimbursable Rate).

- c) How are parents who receive TANF benefits informed about the exception to the individual penalties associated with the TANF work requirements?

- In writing.
- Verbally.
- Other. Describe: **VIEW Assessment Presentation, TANF Policy Manual**

- d) Provide the citation for the TANF policy or procedure:

- **TANF Manual Section 401.7**
- **TANF Manual Section 1000.12, C.1**

3.2 Increasing Access for Vulnerable Children and Families

Lead Agencies are required to give priority for child care assistance to children with special needs, which can include vulnerable populations, in families with very low incomes and to children experiencing homelessness (658E(c)(3)(B); 98.46(a)). The prioritization of CCDF assistance services is not limited to eligibility determination (i.e., the establishment of a waiting list or the ranking of eligible families in priority order to be served).

Note: CCDF defines “child experiencing homelessness” as a child who is homeless, as defined in Section 725 of Subtitle VII-B of the McKinney-Vento Act (42 U.S.C. 11434a) (98.2).

- 3.2.1 Describe how the Lead Agency will prioritize or target child care services for the following children and families.

- a) How does the Lead Agency define “children with special needs” and include a description of how services are prioritized:
- **Children with special needs are defined as:**
 - **A child with a disability as defined in § 602 of the Individuals with Disabilities Education Act (20 USC 1401);**
 - **A child who is eligible for early intervention services under part C of the Individuals with Disabilities Education Act (20 USC § 1431 et seq.);**

- A child who is less than 13 years of age and who is eligible for services under § 504 of the Rehabilitation Act of 1973 (29 USC 794); and
 - A child with a documented developmental disability, intellectual disability, emotional disturbance, sensory or motor impairment, or significant chronic illness who requires special health surveillance or specialized programs, interventions, technologies, or facilities.
 - The payment rate for care for children with special needs may be up to twice the Maximum Reimbursable Rate.
 - If sufficient funds are not available to immediately serve children with special needs, they are given priority status on the wait list.
- b) How does the Lead Agency define of “families with very low incomes” and include a description of how services are prioritized:
- Families eligible for TANF benefits and families in which at least one child participates in a Head Start program.
 - TANF families with a working adult and all TANF families who participate in the Virginia Initiative for Employment not Welfare (VIEW), the TANF work component, are assured child care services, if needed.
 - Head Start families are assured services to the amount allocated by the Virginia General Assembly.
- c) Describe how services are prioritized for children experiencing homelessness, as defined by the CCDF:
- If the family does not have a mailing address and the local department’s address is used, the local department must develop a plan and arrangements for the recipient to receive all correspondence.
 - Families of a child experiencing homelessness that cannot provide documentation of their child’s immunizations at the time of application or redetermination may be conditionally approved for services for a period not to exceed 90 days.
 - Families with a child experiencing homelessness shall receive priority placement on the waiting list, if applicable.
- d) Describe how services are prioritized, if applicable, for families receiving TANF program funds, those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF (98.16(i)(4)):
- TANF families with a working adult and all TANF families who participate in the Virginia Initiative for Employment not Welfare (VIEW), the TANF work component, are assured child care services, if needed.
 - Income-eligible families transitioning off TANF are assured child care services, if needed to support work activities.
 - Income-eligible at-risk families are assured child care services to support employment or approved education/training to the extent of available funding.
- 3.2.2 Lead Agencies are required to expend CCDF funds to (1) permit the enrollment (after an initial eligibility determination) of children experiencing homelessness while

required documentation is obtained, (2) provide training and TA to child care providers and the appropriate Lead Agency (or designated entity) staff on identifying and serving homeless children and families (addressed in section 6), and (3) conduct specific outreach to homeless families (658E(c)(3); 98.51).

- a) Describe the procedures to permit the enrollment of children experiencing homelessness while required documentation is obtained.

The family may be conditionally approved for services for a period of up to 90 days to allow for the collection of information needed to determine eligibility.

- b) Describe the procedures to conduct outreach for children experiencing homelessness (as defined by the CCDF) and their families.

The Subsidy Program works with the Department of Housing and Community Development to assure that families residing in homeless shelters are aware of the Subsidy Program and to assist them with applying for assistance.

Note: The Lead Agency shall pay any amount owed to a child care provider for services provided as a result of the initial eligibility determination, and any CCDF payment made prior to the final eligibility determination shall not be considered an error or improper payment (98.51(a)(1)(ii)).

- 3.2.3 Lead Agencies must establish a grace period that allows homeless children and children in foster care to receive CCDF assistance while providing their families with a reasonable time to take any necessary actions to comply with immunization and other health and safety requirements (as described in section 5). The length of such a grace period shall be established in consultation with the state, territorial, or tribal health agency (658E(c)(2)(I)(i)(I); 98.41(a)(1)(i)(C)).

Note: Any payment for such a child during the grace period shall not be considered an error or improper payment (98.41(a)(1)(i)(C)(2)).

- a) Describe procedures to provide a grace period to comply with immunization and other health and safety requirements, including how the length of the grace period was established in consultation with the state, territorial, or tribal health agency for:

- Children experiencing homelessness (as defined by CCDF).
 - **Families of a child experiencing homelessness that cannot provide the required documentation needed to determine eligibility at the time of application or redetermination may be conditionally approved for services for a period not to exceed 90 days.**
 - **Such documentation may include, but is not limited to, verification of immunizations, verification of child's citizenship, or verification of income.**
 - **The Lead Agency consulted with the Department of Housing and Community Development to determine whether a 90-day grace period was a reasonable length of time to allow families experiencing homelessness to comply.**

Provide the citation for this policy and procedure.

Child Care Subsidy Program Guidance Manual Section 3.2.C

- ☐ Children who are in foster care. **CCDF funds are not used for children in foster care.**

b) Describe how the Lead Agency coordinates with licensing agencies and other relevant state, territorial, tribal, and local agencies to provide referrals and support to help families with children receiving services during a grace period comply with immunization and other health and safety requirements (98.41(a)(1)(i)(C)(4)).

- **Both the Subsidy Program and Licensing functions are provided through the Department of Social Services. Licensing staff are made aware of the grace period and do not cite violations for families experiencing homelessness.**
- **The Subsidy Program and the Department of Housing and Community Development, a sister state agency, work together to assist families experiencing homelessness.**
- **Subsidy Program staff has access to the Virginia Immunization Information System through the Virginia Department of Health to verify immunization information for children whose families may not have written documentation of immunizations.**

c) Does the Lead Agency establish grace periods for other children who are not experiencing homelessness or in foster care?

☒ No.

☐ Yes. Describe:

3.3 Protection for Working Families

3.3.1 12-Month eligibility.

The Lead Agency is required to establish a minimum 12-month eligibility and redetermination period, regardless of changes in income (as long as the income does not exceed the federal threshold of 85 percent of the state median income) or temporary changes in participation in work, training, or educational activities (658E(c)(2)(N)(i) and (ii)).

This change means that a Lead Agency may not terminate CCDF assistance during the 12-month period if a family has an increase in income that exceeds the state's income eligibility threshold, but not the federal threshold of 85 percent of SMI. The Lead Agency may not terminate assistance prior to the end of the 12-month period if a family experiences a temporary job loss or a temporary change in participation in a training or educational activity. A temporary change in eligible activity includes, at a minimum, any time-limited absence from work for an employed parent due to such reasons as the need to care for a family member or an illness; any interruption in work for a seasonal worker who is not working; any student holiday or break for a parent participating in a training or educational program; any reduction in work, training, or education hours, as long as the parent is still working or attending a training or educational program; any other cessation of work or attendance at a training or educational program that does not exceed 3 months or a longer period of time established by the Lead Agency; any changes in age, including turning 13 years old during the 12-month eligibility period; and any changes in residency within the state, territory, or tribal service area.

- a) Describe the Lead Agency's policies and procedures in implementing the minimum 12-month eligibility and redetermination requirements, including when a family experiences a temporary change in activity.
- An eligibility redetermination is required at the end of the 12-month eligibility period.
 - Recipients shall not have their eligibility for child care services redetermined prior to the end of their eligibility period.
 - The 12-month cycle begins with the effective date of the child care approval and is calculated in VaCMS.
 - Eligibility redetermination means that all eligibility criteria must be evaluated and a contact must be made with the recipient.
 - This contact may be in person or by phone and should not unduly disrupt a parent's work schedule.
 - Recipients will be eligible for child care subsidy and services for a minimum of 12 months before eligibility is redetermined unless:
 - Their countable income exceeds 85% of state median income. Temporary increases in income will not affect eligibility of family copayments, including monthly income fluctuations, which when taken in isolation may incorrectly indicate that a recipient's income exceeds 85% of state median income.
 - There is a finding that the recipient committed an intentional program violation/fraud.
 - The recipient is no longer a resident of Virginia.
 - The recipient requests that their case be closed.
 - The recipient is a family of a child experiencing homelessness that was conditionally approved because they could not provide required documentation. If the documentation is provided to the local department within 90 days of case approval, the recipient may remain eligible for the remainder of the 12-month eligibility period. If documentation is not provided to the local department within 90 days, or the recipient is determined ineligible after full documentation is provided, the child care case will be closed.
 - Once eligibility has been approved, recipients will retain eligibility despite any change in residency within the State. Recipients will also retain eligibility despite any eligible child turning 13 or 18 (child with special needs) years of age during the eligibility period. During the eligibility period, the child shall be considered eligible and shall receive services at least at the same level, regardless of: (i) a change in family income, if that family income does not exceed 85% of state median income; or (ii) any temporary change or cessation of work or attendance at a training or education program.
- b) How does the Lead Agency define "temporary change?"
- Any time-limited absence from work for an employed parent due to reasons such as need to care for a family member or an illness;

- Any interruption in work for a seasonal worker who is not working between regular work seasons;
- Any student holiday or break for a parent participating in training or education;
- Any reduction in work, training or education hours, as long as the parent is still working or attending training or education; or
- Any other cessation of work or attendance at a training or education program that does not exceed the recipient's eligibility period.

c) Provide the citation for this policy and/or procedure.

Child Care Subsidy Program Guidance Manual - Section 1.1, Definitions and Section 3.12, Eligibility Period

3.3.2 Option to discontinue assistance during the 12-month eligibility period.

Lead Agencies have the option, but are not required, to discontinue assistance during the 12-month eligibility period due to a parent's *non-temporary* loss of work or cessation of attendance at a job training or educational program, otherwise known as a parent's eligible activity (i.e., if the parent experiences a temporary change in his or her status as working or participating in a training or educational program, as described in section 3.3.1 of the plan).

If the Lead Agency chooses the option to discontinue assistance due to a parent's non-temporary loss or cessation of eligible activity, it must continue assistance at least at the same level for a period of not fewer than 3 months after each such loss or cessation for the parent to engage in a job search and to resume work or resume attendance in a job training or educational program. At the end of the minimum 3-month period of continued assistance, if the parent has engaged in a qualifying work, training, or educational program activity with an income below 85 percent of SMI, assistance cannot be terminated, and the child must continue receiving assistance until the next scheduled redetermination or, at the Lead Agency option, for an additional minimum 12-month eligibility period.

- a) Does the Lead Agency choose to discontinue assistance during the 12-month eligibility period due to a parent's non-temporary loss or cessation of eligible activity and offer a minimum 3-month period to allow parents to engage in a job search and to resume participation in an eligible activity?
- No, the state/territory does not allow this option to discontinue assistance during the 12-month eligibility period due to a parent's *non-temporary* loss of work or cessation of attendance at a job training or educational program.
 - Yes, the Lead Agency discontinues assistance during the 12-month eligibility period due to a parent's non-temporary loss of work or cessation of eligible activity and provides a minimum 3-month period of job search. If yes:
 - iii. Provide a summary describing the Lead Agency's policies and procedures for discontinuing assistance due to a parent's non-temporary change:
 - iv. Describe what specific actions/changes trigger the job-search period.
 - v. How long is the job-search period (must be at least 3 months)?

- vi. Provide the citation for this policy or procedure.
- b) The Lead Agency may discontinue assistance prior to the next 12-month redetermination in the following limited circumstances. Check and describe any circumstances in which the Lead Agency chooses to discontinue assistance prior to the next 12-month redetermination. Check all that apply.
 - ☐ Not applicable.
 - ☐ Excessive unexplained absences despite multiple attempts by the Lead Agency or designated entity to contact the family and provider, including the prior notification of a possible discontinuation of assistance.
 - i. Define the number of unexplained absences identified as excessive:
 - ii. Provide the citation for this policy or procedure:
 - A change in residency outside of the state, territory, or tribal service area. Provide the citation for this policy or procedure:
Section 4.2 of the Child Care Subsidy Program Manual
 - Substantiated fraud or intentional program violations that invalidate prior determinations of eligibility. Describe the violations that lead to discontinued assistance and provide the citation for this policy or procedure.
 - **An intentional program violation (IPV) consists of any action by which an individual intentionally:**
 - **Made a false or misleading statement to the local department, orally or in writing, to obtain child care services to which the household is not entitled. An IPV may exist for an individual even if the local department denies the family's application;**
 - **Concealed information or withheld facts to obtain services to which the family is not entitled; or**
 - **Committed any act that constitutes a violation of the:**
 - **Child Care Development Block Grant Act of 2014, as implemented in regulation at 45 CFR parts 98 and 99.**
 - **Code of Virginia, § 63.2-217, 63.2-319, 63.2-502, 63.2-522, 63.2-526, 63.2-611, 63.2-616, 63.2-620.**
 - **An IPV is also any action where an individual knowingly, willfully and with deceitful intent uses the VaECC system to cause payment for child care services to be fraudulently obtained. Whoever obtains or attempts to obtain or aids or abets any individual in obtaining services by means of a willful statement or misrepresentation, by impersonation or other fraudulent device assistance, has committed an IPV.**
 - **Policy citation: Child Care Subsidy Program Guidance Manual, Section 3.12**
- 3.3.3 Change reporting during the 12-month eligibility period.

The Lead Agency must describe the requirements for parents to report changes in circumstances during the 12-month eligibility period and describe efforts to ensure that such requirements do not place an undue burden on eligible families, which could impact

the continuity of care for children and stability for families receiving CCDF services (98.16(h)(1)).

Note: Responses should exclude reporting requirements for a graduated phase-out, which were described in question 3.1.7(b).

Families are required to report a change to the Lead Agency at any time during the 12-month eligibility period if the family's income exceeds 85 percent of the state median income, taking into account irregular fluctuations in income (98.21(e)(1)). If the Lead Agency chooses the option to terminate assistance, as described in section 3.3.2 of the plan, they may require families to report a non-temporary change (as described in section 3.3.3 of the plan) in work, training or educational activities (otherwise known as a parent's eligible activity).

- a) Does the Lead Agency require families to report a non-temporary change in a parent's eligible activity?

- ☐ No
☐ Yes

- b) Any additional reporting requirements during the 12-month eligibility period must be limited to items that impact a family's eligibility (e.g., income changes over 85 percent of SMI or that impact the Lead Agency's ability to contact the family or pay the child care providers (e.g., a family's change of address, a change in the parent's choice of child care provider).

Check and describe any additional reporting requirements required by the Lead Agency during the 12-month eligibility period. Check all that apply.

- ☐ Additional changes that may impact a family's eligibility during the 12-month period. Describe:

The recipient must report if they are no longer a resident of Virginia.

- ☐ Changes that impact the Lead Agency's ability to contact the family. Describe:

The recipient must report if they are no longer a resident of Virginia or the county in which they are receiving services.

- ☐ Changes that impact the Lead Agency's ability to pay child care providers.

Describe:

The recipient must report if they are no longer a resident of Virginia or the county in which they are receiving services, or if there is a change in their selected child care provider.

Any additional reporting requirements that the Lead Agency chooses, as its option to require from parents during the 12-month eligibility period, shall not require an office visit. In addition, the Lead Agency must offer a range of notification options to accommodate families.

- c) How does the Lead Agency allow for families to report changes to ensure that reporting requirements are not burdensome and to avoid an impact on continued eligibility between redeterminations? Check all that apply.

- Phone
- Email
- Online forms
- Extended submission hours
- Other. Describe:

- d) Families must have the option to voluntarily report changes on an ongoing basis during the 12-month eligibility period.

Lead Agencies are required to act on information reported by the family if it will reduce the family's co-payment or increase the family's subsidy. Lead Agencies are prohibited from acting on information reported by the family that would reduce the family's subsidy unless the information reported indicates that the family's income exceeds 85 percent of SMI after considering irregular fluctuations in income or, at the option of the Lead Agency, the family has experienced a non-temporary change in eligible activity.

- i. Describe any other changes that the Lead Agency allows families to report.
 - **Parents must be afforded the opportunity to voluntarily report changes on an ongoing basis.**
 - **During the recipient's eligibility period, the local department shall not act on any reported changes that would reduce the recipient's authorized child care service unless:**
 - **the recipient family's income exceeds 85 percent of state median income;**
 - **the recipient is no longer a resident of Virginia;**
 - **the recipient is found to have committed an intentional program violation/fraud; or**
 - **the recipient voluntarily withdraws their child from care or requests that their case be closed.**
- ii. Provide the citation for this policy or procedure.

Child Care Subsidy Program Guidance Manual Section 3.9., D. Reported Changes

3.3.4 Prevent the disruption of employment, education, or job training activities.

Lead Agencies are required to have procedures and policies in place to ensure that parents (especially parents in families receiving assistance under the TANF program) are not required to unduly disrupt their employment, education, or job training activities to comply with the Lead Agency's or designated local entity's requirements for the redetermination of eligibility for assistance (658E(c)(2)(N)(ii); 98.21(d)).

Examples include developing strategies to inform families and their providers of an upcoming redetermination and that information required of the family, pre-populating subsidy renewal forms, having parents confirm that the information is accurate, and/or asking only for the information necessary to make an eligibility redetermination. In addition, states and territories can offer a variety of family-friendly methods for submitting documentation for eligibility redetermination.

- a) Describe the Lead Agency's procedures and policies to ensure that parents (especially parents receiving TANF program funds) do not have their employment, education, or job training unduly disrupted to comply with the state/territory's or designated local entity's requirements for the redetermination of eligibility. List relevant policy citations.
- **Child Care Subsidy Program Guidance Manual Section 3.15 requires that local departments accommodate the needs of the parents when scheduling the redetermination interview.**
 - **After all documentation has been received from the parent, an interview must be conducted by phone, in person, or after regular business hours, whichever works best for the family.**
 - **A Notice of Redetermination form, redetermination application, and verification checklist are mailed to the recipient 45 days before the redetermination is due.**
 - **The redetermination application generated by the VaCMS is pre-populated with the current case information and allows for the recipient to make any needed updates.**
- b) How are families allowed to submit documentation for redetermination? Check all that apply.
- ☒ Mail
 - ☒ Email
 - ☐ Online forms
 - ☒ Fax
 - ☒ In-person
 - ☒ Extended submission hours
 - ☐ Other. Describe:

3.4 Family Contribution to Payments

Lead Agencies are required to establish and periodically revise a sliding-fee scale for CCDF families that varies based on income and the size of the family to determine each family's contribution (i.e., co-payment) that is not a barrier to families receiving CCDF funds (658E(c)(5)). In addition to income and the size of the family, the Lead Agency may use other factors when determining family contributions/co-payments. Lead Agencies, however, may NOT use cost of care or amount of subsidy payment in determining copayments (98.45(k)(2)).

Note: To help families transition off of child care assistance, Lead Agencies may gradually adjust co-pay amounts for families determined to be eligible under a graduated phase-out. However, section 3.4 applies *only* to families in their initial/entry eligibility period. See section 3.1.4 Graduated Phase-Out regarding co-pays during the graduated phase-out period.

- 3.4.1 Provide the CCDF co-payments in the chart below according to family size for one child in care.

- a) Fill in the chart based on the most populous area of the State (area serving highest number of CCDF children).

	(a)	(b)	(c)	(d)	(e)	(f)
Family Size	Lowest "Entry" Income Level Where Family Is First Charged Co-Pay (Greater Than \$0)	What Is the Monthly Co-Payment for a Family of This Size Based on the Income Level in (a)?	The Co-Payment in Column (b) is What Percentage of the Income in Column (a)?	Highest "Entry" Income Level Before a Family Is No Longer Eligible	What Is the Monthly Co-Payment for a Family of This Size Based on the Income Level in (d)?	The Co-Payment in Column (e) is What Percentage of the Income in Column (d)?
1	N/A	N/A	N/A	N/A	N/A	N/A
2	\$1.00	\$.05	5%	\$3,384	\$338	10%
3	\$1.00	\$.05	5%	\$4,255	\$425	10%
4	\$1.00	\$.05	5%	\$5,125	\$512	10%
5	\$1.00	\$.05	5%	\$5,996	\$599	10%

- b) What is the effective date of the sliding-fee scale(s)? **10/1/2017**

- c) Provide the link to the sliding-fee scale:

http://spark.dss.virginia.gov/divisions/cc/files/manuals/current/Child_Care_Subsidy_Guidance_Manual.pdf

- d) If the sliding-fee scale is not statewide, describe how many jurisdictions set their own sliding-fee scale (98.16(i)(3)). **None**

3.4.2 How will the family's contribution be calculated, and to whom will it be applied?
Check all that apply.

- ☒ The fee is a dollar amount and:
 - ☐ The fee is per child, with the same fee for each child.
 - ☐ The fee is per child and is discounted for two or more children.
 - ☐ The fee is per child up to a maximum per family.
 - ☐ No additional fee is charged after certain number of children.
 - ☒ The fee is per family.
 - ☐ The contribution schedule varies because it is set locally/regionally (as indicated in 1.2.1). Describe:
 - ☐ Other. Describe:
- ☐ The fee is a percent of income and:
 - ☐ The fee is per child, with the same percentage applied for each child.
 - ☐ The fee is per child, and a discounted percentage is applied for two or more children.
 - ☐ The fee is per child up to a maximum per family.
 - ☐ No additional percentage is charged after certain number of children.
 - ☐ The fee is per family.

- ☐ The contribution schedule varies because it is set locally/regionally (as indicated in 1.2.1). Describe:
- ☐ Other. Describe:
- 3.4.3 Does the Lead Agency use other factors in addition to income and family size to determine each family's co-payment (658E(c)(3)(B))? Reminder – Lead Agencies may NOT use cost of care or amount of subsidy payment in determining copayments (98.45(k)(2)).
- ☒ No.
- ☐ Yes, check and describe those additional factors below.
- ☐ Number of hours the child is in care. Describe:
- ☐ Lower co-payments for a higher quality of care, as defined by the state/territory. Describe:
- ☐ Other. Describe:
- 3.4.4 The Lead Agency may waive contributions/co-payments from families whose incomes are at or below the poverty level for a family of the same size (98.45(k)) or for families who are receiving or needing to receive protective services, as determined for purposes of CCDF eligibility, or who meet other criteria established by the Lead Agency (98.45(k)(4)). Does the Lead Agency waive family contributions/co-payments for any of the following? Check all that apply.
- ☐ No, the Lead Agency does not waive family contributions/co-payments.
- ☒ Yes, the Lead Agency waives family contributions/co-payments for families with an income at or below the poverty level for families of the same size. The poverty level used by the Lead Agency for a family size of 3 is **\$1,702/month. Co-payments are waived for TANF recipients and Head Start participants whose gross countable income is at or below FPL.**
- ☐ Yes, the Lead Agency waives family contributions/co-payments for families who are receiving or needing to receive protective services, as determined by the Lead Agency for purposes of CCDF eligibility. Describe the policy and provide the policy citation.
- ☐ Yes, the Lead Agency waives family contributions/co-payments for other criteria established by the Lead Agency. Describe the policy and provide the policy citation.
- 3.4.5 Does the Lead Agency allow providers to charge families additional amounts above the required co-payment in instances where the provider's price exceeds the subsidy payment (98.45(b)(5))?
- ☐ No.
- ☒ Yes. If yes:
- a) Provide the rationale for the Lead Agency's policy to allow providers to charge families additional amounts above the required co-payment, including a demonstration of how the policy promotes affordability and access for families?
- **Allowing providers to charge families amounts above the state payment rate offers a wider selection of providers from which families may select.**

- **Families are allowed to make their own decision on the amount of out of pocket expenses they may wish to pay for a provider of their choice.**
 - b) Provide data (including data on the size and frequency of such amounts) on the extent to which CCDF providers charge additional amounts to families.
 - **The 2018 Market Rate Survey had 802 subsidy center provider respondents; 322 (40%) stated they would charge subsidized families the difference between their private pay amount and the subsidy payment.**
 - **Of the 422 2018 MRS respondents who were family home providers that accepted subsidy payments, 244 (58%) would charge the additional amount.**
 - c) Describe the Lead Agency's analysis of the interaction between the additional amounts charged to families with the required family co-payment, and the ability of current subsidy payment rates to provide access to care without additional fees.
 - **Using an extract of child care service records from April 2016 through March 2017, 4,147 child care center cases (40%) could expect to pay an additional amount for care above the subsidy payment and any co-payment amount. The median additional amount for center care is \$46 per case per month.**
 - **For families served by family home providers, only 452 (6%) of the total cases would have been required to pay an amount above the subsidy payment and any co-payment amount. Family care cases could see a median additional amount of \$68 per month.**
- 3.4.6 How will the Lead Agency ensure that the family contribution/co-payment, based on a sliding-fee scale, is affordable and is not a barrier to families receiving CCDF funds? Check all that apply.
- Limit the maximum co-payment per family. Describe:
The maximum co-payment is 10 percent of a family's gross monthly income.
 - ☐ Limit the combined amount of co-payment for all children to a percentage of family income. List the percentage of the co-payment limit and describe.
 - ☐ Minimize the abrupt termination of assistance before a family can afford the full cost of care ("the cliff effect") as part of the graduated phase-out of assistance discussed in 3.1.5. Describe:
 - ☐ Other. Describe:

4 Ensure Equal Access to Child Care for Low-Income Children

A core purpose of CCDF is to promote parental choice and to empower working parents to make their own decisions regarding the child care services that best suit their family's needs. Parents have the option to choose from center-based care, family child care or care provided in the child's own home. In supporting parental choice, the Lead Agencies must ensure that families receiving CCDF funding have the opportunity to choose from the full range of eligible child care settings and must provide families with equal access to child care that is comparable to that of non-CCDF families. Lead Agencies must employ strategies to increase the supply and to improve the quality of child care services, especially in underserved areas. This section addresses strategies that the Lead Agency

uses to promote parental choice, ensure equal access, and increase the supply of child care.

4.1 Parental Choice in Relation to Certificates, Grants, or Contracts

The parent(s) of each eligible child who receive(s) or is offered financial assistance for child care services has the option of either receiving a child care certificate or, if available, enrolling his or her child with a provider that has a grant or contract for providing child care services (658E(c)(2)(A); 98.30(a)). Even if a parent chooses to enroll his or her child with a provider who has a grant or contract, the parent will select the provider, to the extent practicable. If a parent chooses to use a certificate, the Lead Agency shall provide information to the parent on the range of provider options, including care by sectarian providers and relatives. Lead Agencies must require providers chosen by families to meet health and safety standards and has the option to require higher standards of quality. Lead agencies are reminded that any policies and procedures should not restrict parental access to any type of care or provider (e.g. center care, home care, in-home care, for-profit provider, non-profit provider or faith-based provider, etc.) (98.15 (a)(5)).

- 4.1.1 Describe the child care certificate, including when it is issued to parents (before or after the parent has selected a provider) and what information is included on the certificate (98.16 (q)).

A Purchase of Services Order (POSO), Virginia's child care certificate, is issued to both the parent and the child care provider once the family selects their provider. The POSO includes:

- **Name of the parent and the child;**
- **Child's date of birth;**
- **Name, location, and type of provider (center or home);**
- **Amount of authorized care per week/month and whether full days or part days;**
- **Authorization ID number;**
- **Beginning and ending dates;**
- **Payment rate by age;**
- **Special needs rate, if applicable;**
- **Locality authorizing care;**
- **Co-payment amount, if any; and**
- **Signatures of the caseworker, supervisor, local fiscal manager, and provider.**

- 4.1.2 Describe how the parent is informed that the child certificate allows the option to choose from a variety of child care categories, such as private, not-for-profit, faith-based providers; centers; FCC homes; or in-home providers (658E(c)(2)(A)(i); 658P(2); 658Q). Check all that apply.

- ☐ Certificate that provides information about the choice of providers
- ☐ Certificate that provides information about the quality of providers
- ☐ Certificate not linked to a specific provider, so parents can choose any provider
- ☒ Consumer education materials on choosing child care
- ☐ Referral to child care resource and referral agencies

- ☐ Co-located resource and referral in eligibility offices
- ☒ Verbal communication at the time of the application
- ☐ Community outreach, workshops, or other in-person activities
- ☐ Other. Describe:

4.1.3 Child care services available through grants or contracts.

- a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots (658A(b)(1))? *Note: Do not check “yes” if every provider is simply required to sign an agreement to be paid in the certificate program.*

☒ No. If no, skip to 4.1.4.

☐ Yes. If yes, describe:

- i. How the Lead Agency ensures that parents who enroll with a provider who has a grant or contract have choices when selecting a provider:
- ii. The type(s) of child care services available through grants or contracts:
- iii. The entities that receive contracts (e.g., shared services alliances, CCR&R agencies, FCC networks, community-based agencies, child care providers):
- iv. The process for accessing grants or contracts:
- v. How rates for contracted slots are set through grants and contracts:
- vi. How the Lead Agency determines which entities to contract with for increasing supply and/or improving quality:
- vii. If contracts are offered statewide and/or locally:

- b) Will the Lead Agency use grants or contracts for child care services to increase the supply and/or quality of specific types of care? Check all that apply.

- ☐ Programs to serve children with disabilities
- ☐ Programs to serve infants and toddlers
- ☐ Programs to serve school-age children
- ☐ Programs to serve children needing non-traditional hour care
- ☐ Programs to serve homeless children
- ☐ Programs to serve children in underserved areas
- ☐ Programs that serve children with diverse linguistic or cultural backgrounds
- ☐ Programs that serve specific geographic areas
 - ☐ Urban
 - ☐ Rural

4.1.4 Certify by describing the Lead Agency’s procedures for ensuring that parents have unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds (658E(c)(2)(B); 98.16(t)).

The agreement signed by each child care provider that participates in the Subsidy Program specifies that parents must be allowed unlimited access to their children while in the provider’s care.

- 4.1.5 The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use (98.16(i)(2)). Will the Lead Agency limit the use of in-home care in any way?

☐ No.

- ☒ Yes. If checked, what limits will the Lead Agency set on the use of in-home care?

Check all that apply.

☐ Restricted based on minimum the number of children in the care of the provider to meet the Fair Labor Standards Act (minimum wage) requirements. Describe:

- ☒ Restricted based on the provider meeting a minimum age requirement. (A relative provider must be at least 18 years of age based on the definition of eligible child care provider (98.2). Describe:

Payments to in-home providers must equal or exceed minimum wage.

☐ Restricted based on the hours of care (i.e., certain number of hours, non-traditional work hours). Describe:

☐ Restricted to care by relatives. Describe:

☐ Restricted to care for children with special needs or a medical condition. Describe:

☐ Restricted to in-home providers that meet additional health and safety requirements beyond those required by CCDF. Describe:

☐ Other. Describe:

4.2 Assessing Market Rates and Child Care Costs

Lead Agencies have the option to conduct a statistically valid and reliable (1) market rate survey (MRS) reflecting variations in the price to parents of child care services by geographic area, type of provider, and age of child and/or (2) an alternative methodology, such as a cost estimation model (658E(c)(4)(B)). A cost estimation model estimates the cost of care by incorporating both data and assumptions to model what expected costs would be incurred by child care providers and parents under different cost scenarios. Another approach would be a cost study that collects cost data at the facility or program level to measure the costs (or inputs used) to deliver child care services. The MRS or alternative methodology must be developed and conducted no earlier than 2 years before the date of submission of the Plan.

Note – Any Lead Agency considering using an alternative methodology, instead of a market rate survey, is required to submit a description of its proposed approach to its ACF Regional Child Care Program Office for pre-approval in advance of the Plan submittal (see <https://www.acf.hhs.gov/occ/resource/ccdf-acf-pi-2016-08>). Advance approval is not required if the Lead Agency plans to implement both a market rate survey and an alternative methodology. In its request for ACF pre-approval, a Lead Agency must:

- Provide an overview of the Lead Agency's proposed approach (e.g., cost estimation model, cost study/survey, etc.), including a description of data sources.
- Describe how the Lead Agency will consult with the State's Early Childhood Advisory Council or similar coordinating body, local child care program administrators, local child care resource and referral agencies, organizations representing child care

caregivers, teachers and directors, and other appropriate entities prior to conducting the identified alternative methodology.

- Describe how the alternative methodology will use methods that are statistically valid and reliable and will yield accurate results. For example, if using a survey, describe how the Lead Agency will ensure a representative sample and promote an adequate response rate. If using a cost estimation model, describe how the Lead Agency will validate the assumptions in the model.
- If the proposed alternative methodology includes an analysis of costs (e.g., cost estimation model or cost study/survey), describe how the alternative methodology will account for key factors that impact the cost of providing care—such as: staff salaries and benefits, training and professional development, curricula and supplies, group size and ratios, enrollment levels, licensing requirements, quality level, facility size, and other factors.
- Describe how the alternative methodology will provide complete information that captures the universe of providers in the child care market.
- Describe how the alternative methodology will reflect variations by provider type, age of children, geographic location and quality.
- Describe how the alternative methodology will use current, up-to-date data.
- Describe the estimated reporting burden and cost to conduct the approach.

4.2.1 Please identify the methodology(ies) used below to assess child care prices and costs.

- ☒ MRS
- ☐ Alternative methodology. Describe:
- ☐ Both. Describe:

4.2.2 Prior to developing and conducting the MRS or alternative methodology, the Lead Agency is required to consult with the (1) State Advisory Council or other state- or state-designated cross-agency body if there is no SAC, local child care program administrators, local child care resource and referral agencies, and other appropriate entities and (2) organizations representing caregivers, teachers, and directors prior to developing and conducting the MRS or alternative methodology.

Describe how the Lead Agency consulted with the:

- a) State Advisory Council or other state-designated cross-agency body:

Virginia does not currently have a State Advisory Council for which this type of consultation was appropriate.

- b) Local child care program administrators:

The Child Care Subsidy Program Manager meets monthly with the League of Social Services Executives Child Care Committee. The market rate survey and instrument were discussed with the Committee prior to implementation.

- c) Local child care resource and referral agencies:

Child Care Aware was sent a copy of the survey instrument and will be involved in a discussion of the preliminary findings to help the Department plan its next steps.

- d) Organizations representing caregivers, teachers, and directors:

The Market Rate Survey instrument was sent to the Virginia Child Care Association requesting their input and comments.

e) Other. Describe:

4.2.3 Describe how the market rate survey is statistically valid and reliable. To be considered valid and reliable, the MRS must represent the child care market, provide complete and current data, use rigorous data collection procedures, reflect geographic variations, and analyze data in a manner that captures other relevant differences. For example, market rate surveys can use administrative data, such as child care resource and referral data, if they are representative of the market. If an alternative methodology, such as cost modeling, is used, demonstrate that the methodology used reliable methods.

- The child care market rate survey was conducted from December 2017 through February 2018 by Old Dominion University's Social Science Research Center. The Lead Agency's Office of Research and Planning supervised the survey and completed the data analysis and survey report.
- The VDSS Division of Licensing Programs' DOLPHIN system was the primary source of provider contact information for the survey. The center list included licensed child care homes and church exempt providers. The family provider list consisted of licensed family day homes statewide and lists of local ordinance providers generated by Arlington, Alexandria and Fairfax.
- The survey instrument was developed over 10 years ago, with modifications to address new areas of concern related to service delivery. The primary questions focus on the amount charged for full time care for the age categories of infant, toddler, pre-school, and school-age, as well as before and after school care. The age categories are based on the age ranges defined by the VDSS's Division of Licensing Programs. Additional questions relate to additional costs for meals, transportation, registration, and activities, as well as inquiries about night and weekend care.
- The instrument was entered into computer-assisted telephone interviewing (CATI) software, which the Center uses to conduct the survey. A trained staff member contacts a provider and uses a script based on prescribed survey questions to gather rate information. During the interview process, the responses are being keyed into a database.
- The Center makes up to 10 attempts to reach a provider. The response rate for this survey was seventy-two percent (72%) for center providers and forty-four percent (44%) for family providers. The response rate declined somewhat compared to previous market rate surveys, but not significantly. Nationally, response rates for telephone surveys have declined - possibly due to the increase in solicitation calls and use of answering machines.
- The Office of Research and Planning analyzed the survey results. The initial analysis effort involved reviewing the data to minimize errors and inconsistencies, if any. The responses were standardized to a weekly rate for basic care and cost for additional services. A final rate, by provider type and age

group, was calculated using the basic rate and adding additional cost, if any, for meals and transportation.

4.2.4 Describe how the market rate survey or alternative methodology reflects variations in the price or cost of child care services by:

a) Geographic area (e.g., statewide or local markets). Describe:

Providers are surveyed and results analyzed at the locality level.

b) Type of provider. Describe:

Center and family providers are surveyed and analyzed separately.

c) Age of child. Describe:

- **The survey contains questions on charges for the care of infants, toddlers, pre-school, and school-age children.**
- **Age category definitions are based on guidelines from the Division of Licensing Programs.**

d) Describe any other key variations examined by the market rate survey or alternative methodology, such as quality level.

No variations were examined.

4.2.5 After conducting the market rate survey or alternative methodology, the Lead Agency must prepare a detailed report containing the results of the MRS or alternative methodology. The detailed report must also include the estimated cost of care (including any relevant variation by geographic location, category of provider, or age of child) necessary to support (1) child care providers' implementation of the health, safety, quality, and staffing requirements and (2) higher quality care, as defined by the Lead Agency using a quality rating and improvement system or other system of quality indicators, at each level of quality. The Lead Agency must make the report with these results widely available no later than 30 days after completion of the report, including posting the results on the Lead Agency website. The Lead Agency must describe in the detailed report how the Lead Agency took into consideration the views and comments of the public.

Describe how the Lead Agency made the results of the market rate survey or alternative methodology report widely available to the public (98.45(f)(1)). **The report is posted on Virginia's child care microsite, <http://childcareva.com>**

a) Date of completion of the market rate survey or alternative methodology (must be no earlier than July 1, 2016, and no later than July 1, 2018).

The latest market rate survey was completed on February 28, 2018.

b) Date the report containing results was made widely available—no later than 30 days after the completion of the report.

The report is expected to be made available prior to July 1, 2018.

c) Describe how the Lead Agency made the detailed report containing results widely available and provide the link where the report is posted.

The report is posted on Virginia's child care microsite, <http://childcareva.com>

- d) Describe how the Lead Agency considered stakeholder views and comments in the detailed report.
- **Comments related to the market rate survey that were received on the draft state child care plan and during the public hearings were considered during the rate decision-making process.**
 - **The report was shared with stakeholders for comment upon completion.**

4.3 Setting Payment Rates

The Lead Agency must set CCDF subsidy payment rates, in accordance with the results of the current MRS or alternative methodology, at a level to ensure equal access for eligible families to child care services that are comparable with those provided to families not receiving CCDF funds. The Lead Agency must re-evaluate its payment rates *at least* every 3 years.

- 4.3.1 Provide the base payment rates and percentiles (based on the most recent MRS) for the following categories below. If the Lead Agency conducted an MRS (only or in combination with an alternative methodology), also report the percentiles based on the most recent MRS. The ages and types of care listed below are meant to provide a snapshot of the categories on which rates can be based and are not intended to be comprehensive of all categories that might exist or to reflect the terms used by the Lead Agency for particular ages. Please use the most populous geographic region (area serving highest number of CCDF children).

NOTE: Prior to finalization of this Plan, figures in this section will likely be adjusted to address the most recent Market Rate Survey data and current rate structure.

- a) Infant (6 months), full-time licensed center care in the most populous geographic region
- Rate **\$63.00** per **daily** unit of time (e.g., hourly, daily, weekly, monthly)
- Percentile of most recent MRS: **13%**
- b) Infant (6 months), full-time licensed FCC home in the most populous geographic region
- Rate **\$44.00** per **daily** unit of time (e.g., hourly, daily, weekly, monthly)
- Percentile of most recent MRS: **20%**
- c) Toddler (18 months), full-time licensed center care in the most populous geographic region
- Rate **\$60.00** per **daily** unit of time (e.g., hourly, daily, weekly, monthly)
- Percentile of most recent MRS: **20%**
- d) Toddler (18 months), full-time licensed FCC care in the most populous geographic region
- Rate **\$40.00** per **daily** unit of time (e.g., hourly, daily, weekly, monthly)
- Percentile of most recent MRS: **25%**

- e) Preschooler (4 years), full-time licensed center care in the most populous geographic region

Rate **\$53.00** per **daily** unit of time (e.g., hourly, daily, weekly, monthly)

Percentile of most recent MRS: **24%**

- f) Preschooler (4 years), full-time licensed FCC care in the most populous geographic region

Rate **\$37.00** per **daily** unit of time (e.g., hourly, daily, weekly, monthly)

Percentile of most recent MRS: **31%**

- g) School-age child (6 years), full-time licensed center care in most populous geographic region

Rate **\$48.00** per **daily** unit of time (e.g., hourly, daily, weekly, monthly, etc.)

Percentile of most recent MRS: **22%**

- h) School-age child (6 years), full-time licensed FCC care in the most populous geographic region

Rate **\$34.00** per **daily** unit of time (e.g., hourly, daily, weekly, monthly)

Percentile of most recent MRS: **25%**

- i) Describe how part-time and full-time care were defined and calculated.

- **Full time care is defined as 6 or more hours per day and part time care is less than 6 hours.**
- **Full time daily rates are based on the weekly rate reported by survey respondents divided by 5 days.**
- **Part day rates are set at 70 percent of the full time daily rate.**

- j) Provide the effective date of the current payment rates (i.e., date of last update based on most recent MRS). **September 2014**

- k) Provide the citation or link, if available, to the payment rates.

http://spark.dss.virginia.gov/divisions/cc/files/manuals/current/Child_Care_Subsidy_Guidance_Manual.pdf

- l) If the payment rates are not set by the Lead Agency for the entire state/territory, describe how many jurisdictions set their own payment rates (98.16(i)(3)). **N/A**

- 4.3.2 Lead Agencies can choose to establish tiered rates, differential rates, or add-ons on top of their base rates as a way to increase payment rates for targeted needs (i.e., a higher rate for special needs children as both an incentive for providers to serve children with special needs and as a way to cover the higher costs to the provider to provide care for special needs children).

Check and describe the types of tiered reimbursement or differential rates, if any, the Lead Agency has chosen to implement. In the description of any tiered rates or add-ons, at a minimum, indicate the process and basis used for determining the tiered rates, including if the rates were based on the MRS and/or an alternative methodology, and the amount of the rate. Check all that apply.

- ☐ Differential rate for *non-traditional hours*. Describe:
- Differential rate for *children with special needs*, as defined by the state/territory. Describe:
Payments for children with special needs may be up to twice the Maximum Reimbursable Rate.
- ☐ Differential rate for *infants and toddlers*. Describe:
- ☐ Differential rate for *school-age programs*. Describe:
- Differential rate for *higher quality*, as defined by the state/territory. Describe:
Payment for care by a licensed or licensed-equivalent provider is set at a higher rate than care provided by unlicensed providers.
- ☐ Other differential rates or tiered rates. Describe:
- ☐ Tiered or differential rates are not implemented.

4.4 Summary of Facts Used To Determine That Payment Rates Are Sufficient To Ensure Equal Access

- 4.4.1 Lead Agencies must certify that CCDF payment rates are sufficient to ensure equal access for eligible families to child care services comparable to those provided by families not receiving CCDF assistance (98.16(a)). Certify that payment rates reported in 4.3.1 are sufficient to ensure equal access by providing the following summary of facts (98.45(b)):
- a) Describe how a choice of the full range of providers pursuant to 98.30(e)(1) is made available; the extent to which child care providers participate in the CCDF system; and any barriers to participation, including barriers related to payment rates and practices
 - **Families are advised at intake that they may choose any provider which is approved for program participation.**
 - **If the provider of choice is not currently approved for participation, the program will work with them to become approved, if the provider elects to do so.**
 - **Families are made aware of the Department's website that provides information on provider hours of operation, contact information and results of their inspections.**
 - **To identify barriers to participation in the Child Care Subsidy Program, the 2018 Market Rate Survey asked providers who currently do not participate to identify one or more of the barriers to participation in the program. Of the 1,060 total non-subsidy providers responding, 646 (61%) were centers and 414 (39%) were family day homes. The findings were as follow:**
 - **Most responses (68.8% of family day homes and 57.3% of centers) identified "no requests for subsidy child care" as the primary barrier to participation.**
 - **The administrative burden of participation was a barrier to 21.9% of centers and 11.2% of family day homes.**
 - **Payment after services are rendered was indicated as a barrier for 8.6% of centers and 5.7% of family day homes.**

- **Reimbursement rates were a barrier to 6.6% of centers and 8.7% of family day homes.**
 - **The payment schedule was identified as a barrier in 5.6% of centers and 5.7% of family day homes.**
- b) Describe how payment rates are adequate and have been established based on the most recent MRS or alternative methodology
- **Program data reveal that children receiving subsidies are enrolled with a full range of legally operating vendors.**
 - **State policies allow families to select the type of care that best meets their needs.**
 - **Ninety-two percent of children receiving subsidy are in licensed settings and have proportional access to quality-rated care.**
 - **Virginia provides tiered rates to increase access for children. Children with special needs are eligible for a differential rate that is double that of children without special needs.**
- c) Describe how base payment rates enable providers to meet health, safety, quality, and staffing requirements under CCDF
- Payment rates are sufficient for 92% of subsidized children to find care in licensed or license-equivalent settings, indicating that licensed providers are able to support the costs necessary to maintain health, safety, quality and staffing requirements of licensing standards.**
- d) Describe how the Lead Agency took the cost of higher quality into account, including how payment rates for higher-quality care, as defined by the Lead Agency using a QRIS or other system of quality indicators, relate to the estimated cost of care at each level of quality
- **Payment rates for the Subsidy Program are established for Level 1 and Level 2 providers, based on the level of regulatory oversight, with Level 2 providers being licensed or licensed-equivalent.**
 - **Level 2 takes into account that licensed/licensed equivalent providers must comply with a higher level of requirements, the first step in assessing quality.**
 - **Level 2 providers also receive more frequent inspections.**
 - **The Department is exploring additional tiered reimbursement payments based on Virginia Quality (QRIS) participation.**
- e) How co-payments based on a sliding fee scale reported in 3.4.1 are affordable (response provided in 3.4.6)
- f) Describe how Lead Agencies' payment practices described in 4.5 support equal access to a range of providers
- **The use of vouchers allows parents to select any provider approved for program participation.**
 - **The use of swipe cards to record child attendance eliminates the need for submission of paper invoices for payment.**

- Payments are made by direct deposit to the provider's bank account, eliminating paper checks and providing faster access to payments.
 - Payments for children with special needs may be up to twice the maximum payment rate, an incentive for providers to serve this population.
 - Within the market rate survey, family day home rate data is collected only from licensed providers, assuring payment rates for licensed family day home care is not minimized by the inclusion of rates for unlicensed care, which may be lower.
 - Reimbursement rates are based on survey information from each locality, assuring that local rates are used to determine reimbursement rates for each locality.
- g) Describe how and on what factors the Lead Agency differentiates payment rates. Check all that apply.
- Geographic area. Describe:
Rates are established for each of the Lead Agency's 120 local department of social services areas.
 - Type of provider. Describe:
 - Separate rates are established for licensed/licensed-equivalent (Level 2) and unlicensed (Level 1) providers.
 - Different rates are also set for centers and family day homes within each provider level category.
 - Age of child. Describe:
Payment rates are set separately for infants, toddlers, preschool children, and school-age children.
 - ☐ Quality level. Describe:
 - ☐ Other.
- h) Describe any additional facts that the Lead Agency considered in determining its payment rates to ensure equal access:
- ☐ Payment rates are set at the 75th percentile or higher of the most recent survey. Describe:
 - ☐ Feedback from parents, including parent surveys or parental complaints. Describe:
 - ☐ Other. Describe:

4.5 Payment Practices and the Timeliness of Payments

Lead Agencies are required to demonstrate that they have established payment practices applicable to all CCDF child care providers that include ensuring the timeliness of payments by either (1) paying prospectively prior to the delivery of services or (2) paying within no more than 21 calendar days of the receipt of a complete invoice for services. To the extent practicable, the Lead Agency must also support the fixed costs of providing child care services by delinking provider payments from a child's occasional absences by (1) paying based on a child's enrollment rather than attendance, (2) providing full payment if a child attends at least 85 percent of the authorized time, (3) providing full payment if a child is absent for 5 or fewer days in a month, or (4) using an alternative

approach for which the Lead Agency provides a justification in its Plan (658E(c)(2)(S)(ii); 98.45(l)(2)).

Lead Agencies are required to use CCDF payment practices that reflect generally accepted payment practices of child care providers who serve children who do not receive CCDF-funded assistance. Unless a Lead Agency is able to demonstrate that the following policies are not generally accepted in its particular state, territory, or service area or among particular categories or types of providers, Lead Agencies must (1) pay providers based on established part-time or full-time rates rather than paying for hours of service or smaller increments of time and (2) pay for reasonable, mandatory registration fees that the provider charges to private-paying parents (658E(c)(2)(S); 98.45(l)(3)).

In addition, there are certain other generally accepted payment practices that are required. Lead Agencies are required to ensure that child care providers receive payment for any services in accordance with a payment agreement or an authorization for services, ensure that child care providers receive prompt notice of changes to a family's eligibility status that could impact payment, and establish timely appeal and resolution processes for any payment inaccuracies and disputes (98.45(l)(4) through (6); 658E(c)(2)(S)(ii); 98.45(l)(4); 98.45(l)(5); 98.45(l)(6)).

- 4.5.1 Certify by describing the payment practices that the Lead Agency has implemented for all CCDF child care providers,
- a) Ensure the timeliness of payments by either (Lead Agency to implement at least one of the following):
 - ☐ Paying prospectively prior to the delivery of services. If implemented describe the policy or procedure.
 - ☒ Paying within no more than 21 calendar days of the receipt of a complete invoice for services. If implemented describe the policy or procedure.
 - **The attendance system employs an eight day “back swipe” period so a parent has time to enter or make changes to any service dates between today’s date and eight days prior.**
 - **Each day, the attendance “invoice” is received by VDSS in a file from the attendance tracking system and contains attendances that are just outside the back swipe period.**
 - **The attendance files (invoices) received are paid in the next semi-monthly payment run, so that vendors are paid twice each month.**
 - b) To the extent practicable, support the fixed costs of providing child care services by delinking provider payments from a child’s occasional absences by:
 - ☐ Paying based on a child’s enrollment rather than attendance. If implemented describe the policy or procedure.
 - ☐ Providing full payment if a child attends at least 85 percent of the authorized time. If implemented describe the policy or procedure.
 - ☐ Providing full payment if a child is absent for 5 or fewer days in a month. If implemented describe the policy or procedure.

- Use an alternative approach for which the Lead Agency provides a justification in its Plan. If chosen, please describe the policy or procedure and the Lead Agency's justification for this approach.
 - **Payment must be made to Level 2 providers for up to 24 absences and 10 holidays per year. Additional payments may be authorized for a provider other than the primary provider if the child is sick.**
 - **Approach justification:**
 - **This approach allows absences to be tracked by an automated system to assure that child care services are being used.**
 - **Failure to track absences can result in services that are not used but continue to be billed by providers.**
 - **An informal survey of providers indicates that enough absences are provided to cover most situations encountered by providers.**
- c) Reflect generally accepted payment practices of child care providers who serve children who do not receive CCDF subsidies, which must include the following two practices unless the Lead Agency provides evidence that such practices are not generally accepted in its state (658E(c)(2)(S); 98.45(I)(3)).
 - Paying on a part-time or full-time basis (rather than paying for hours of service or smaller increments of time). Describe the policy or procedure and include a definition of the time increments (e.g., part time, full-time).
 - **Payments are made on a full day or part day basis.**
 - **Full day is defined as five to 12 hours per day.**
 - **Part day is defined as up to five hours per day.**
 - Paying for reasonable mandatory registration fees that the provider charges to private-paying parents. Describe the policy or procedure.
 - **A registration fee of up to \$100.00 may be made annually to Level 2 providers.**
 - **If the requirement for payment of another registration fee is beyond the control of the recipient or due to extenuating circumstances, such as a vendor closing or the family moving, payment may be made.**
- d) The Lead Agency ensures that providers are paid in accordance with a written payment agreement or an authorization for services that includes, at a minimum, information regarding provider payment policies, including rates, schedules, any fees charged to providers, and the dispute-resolution process. Describe:
 - **Each provider that participates in the Subsidy Program must sign an agreement with the state that specifies payment practices, schedules, fees to be paid, and the appeal process.**
 - **Details concerning the authorization for a specific child are contained in a Purchase of Service Order (POSO).**
 - **Specific payment rates by locality and type of care are available on the Department's public website in the program's guidance document.**

- e) The Lead Agency provides prompt notice to providers regarding any changes to the family's eligibility status that could impact payments, and such a notice is sent no later than the day that the Lead Agency becomes aware that such a change will occur.

Describe:

Changes to a family's eligibility status are sent to the provider through the issuance of a new POSO or a termination POSO, if the family is no longer eligible for assistance.

- f) The Lead Agency has a timely appeal and resolution process for payment inaccuracies and disputes. Describe:

- **Child Care providers may work directly with the local department of social services or the state if there are payment inaccuracies or disputes.**
- **If the informal resolution process is not successful, providers may appeal through Virginia's Administration Process Act which specifies the appeal rights and process.**

4.5.2 Do payment practices vary across regions, counties, and/or geographic areas?

- ☒ No, the practices do not vary across areas.
☐ Yes, the practices vary across areas. Describe:

4.6 Supply-Building Strategies to Meet the Needs of Certain Populations

Lead Agencies are required to develop and implement strategies to increase the supply of and to improve the quality of child care services for children in underserved areas; infants and toddlers; children with disabilities, as defined by the Lead Agency; and children who receive care during non-traditional hours (658 E(c)(2)(M); 98.16 (x)).

4.6.1 For each of the following types of providers, identify any shortages in the supply of quality child care providers, the data sources used to identify shortages, and the method of tracking progress to support equal access and parental choice.

- a) Children in underserved areas:

- **Through a study in 2016, three areas of the state were identified as having underserved localities: Piedmont, Western and Eastern regions of Virginia.**
- **Evaluative data used included U.S. Census Bureau data; survey data from providers serving infants and toddlers; survey data from military families; survey data from providers serving children with special needs; and data from various programs, studies and states.**
- **A Shared Services Network Pilot for Family Day Homes Project is being planned for these underserved regions. In each region, a central entity will assist participating providers with such functions as business operations, connections to discount pricing, marketing, and assistance with licensing and CACFP.**
- **The pilot will measure improvement in accessibility and quality of child care for the geographic areas selected. Additionally, the Lead Agency will track the number of home-based child care programs that serve families during non-**

traditional hours, families with special needs children, and families with infants and toddlers.

b) Infants and toddlers:

Please see 4.6.1.a)

c) Children with disabilities (include the Lead Agency definition in the description):

Please see 4.6.1.a)

d) Children who received care during non-traditional hours:

Please see 4.6.1.a)

e) Other. Please describe any other shortages in the supply of high-quality providers.

Virginia Quality, Virginia's quality rating and improvement system, will be tracking the improvement of quality for all participating child care businesses, with the intention of expanding the accessibility of quality child care to more families.

4.6.2 Based on the analysis in 4.6.1, describe what method(s) is used to increase supply and to improve quality for the following.

a) Infants and toddlers. Check all that apply.

- ☐ Grants and contracts (as discussed in 4.1.3)
- ☒ Family child care networks
- ☐ Start-up funding
- ☒ Technical assistance support
- ☒ Recruitment of providers
- ☒ Tiered payment rates (as discussed in 4.3.2)
- ☒ Support for improving business practices, such as management training, paid sick leave, shared services, and leveraging
- ☐ Other. Describe:

b) Children with disabilities. Check all that apply.

- ☐ Grants and contracts (as discussed in 4.1.3)
- ☒ Family child care networks
- ☐ Start-up funding
- ☒ Technical assistance support
- ☒ Recruitment of providers
- ☒ Tiered payment rates (as discussed in 4.3.2)
- ☒ Support for improving business practices, such as management training, paid sick leave, shared services, and leveraging
- ☐ Other. Describe:

c) Children who receive care during non-traditional hours. Check all that apply.

- ☐ Grants and contracts (as discussed in 4.1.3)
- ☒ Family child care networks
- ☐ Start-up funding

- Technical assistance support
- Recruitment of providers
- ☐ Tiered payment rates (as discussed in 4.3.2)
- Support for improving business practices, such as management training, paid sick leave, shared services, and leveraging
- ☐ Other. Describe:

d) Other. Check and describe:

- ☐ Grants and contracts (as discussed in 4.1.3). Describe:
- ☐ Family child care networks. Describe:
- ☐ Start-up funding. Describe:
- ☐ Technical assistance support. Describe:
- ☐ Recruitment of providers. Describe:
- ☐ Tiered payment rates (as discussed in 4.3.2)
- ☐ Support for improving business practices, such as management training, paid sick leave, shared services, and leveraging. Describe:
- ☐ Other. Describe:

4.6.3 Lead Agencies must prioritize investments for increasing access to high-quality child care and development services for children of families in areas that have significant concentrations of poverty and unemployment and do not currently have sufficient numbers of such programs.

a) How does the Lead Agency define areas with significant concentrations of poverty and unemployment?

- **The data used to determine significant concentrations of poverty and unemployment in Virginia included U.S. Census Bureau and Virginia Employment Commission data.**
- **Based on the 2016 study, there are 70 localities in Virginia that have child poverty rates of 20% or greater (a significant concentration) and 91 localities with child poverty rates that exceed the state average.**
- **For children ages 0 to 17, Virginia has 10 localities in four of five regions where child poverty rates are between 33-42% (a very high concentration). In those same four regions, subsidy enrollment rates among children ages 0 to 5 are estimated to be between 27-37%.**
- **Unemployment rates (not seasonally adjusted) from July 2017 reflected a statewide unemployment rate of 3.9%, versus a national rate of 4.6%. Twenty-seven of Virginia's 134 counties and cities (20%) had unemployment rates that exceeded 5.2% (more than 33% higher); nine localities (7%) had unemployment rates that exceeded 6.5% (more than 67% higher).**

b) Describe how the Lead Agency prioritizes increasing access to high-quality child care and development services for children of families in areas that have significant concentrations of poverty and unemployment and that do not have high-quality programs.

- **A Shared Services Network for Family Day Homes Pilot Project is being developed for use on a controlled scale to determine what is helpful and makes an effective impact. Stressed, underserved areas of the state will be targeted.**
- **The pilot will:**
 - **Focus on supporting family day home child care providers with training, coaching, business management support, resources, funding, and marketing;**
 - **Measure improvement in accessibility and quality of child care for these localities; and**
 - **Track the number of home-based child care programs that serve families during non-traditional hours, families with special needs children, and families with infants and toddlers.**
- **Additional quality and infant/toddler targeted funds were added to Virginia Quality, Virginia's QRIS, to expand their services and provide concentrated supports to infant and toddler caregivers, which is both the most expensive and most critical type of care. Stressed, underserved areas of the state will also be targeted.**

5 Establish Standards and Monitoring Processes To Ensure the Health and Safety of Child Care Settings

Lead Agencies are required to certify that there are in effect licensing requirements applicable to child care services in the state/territory. States and territories may allow licensing exemptions, but they must describe how such exemptions do not endanger the health, safety, and development of CCDF children in license-exempt care. Lead Agencies also must certify that there are in effect health and safety requirements applicable to providers serving CCDF children. These health and safety requirements must be appropriate to the provider setting and age of the children served, must include specific topics and training on those topics, and are subject to monitoring and enforcement procedures to ensure that providers are complying with the health and safety requirements.

This section covers licensing requirements, health and safety requirements and training, and monitoring and enforcement procedures to ensure that child care providers comply with licensing and health and safety requirements (98.16(n)) as well as exemptions (98.16(l)). This section also addresses group size limits; child-staff ratios; and required qualifications for caregivers, teachers, and directors (98.16(m)). Criminal background check requirements are included in this section (98.16(o)).

5.1 Licensing Requirements

Each state/territory must certify it has in effect licensing requirements applicable to all child care services provided within the state/territory (not restricted to providers receiving CCDF funds) and provide a detailed description of these requirements and how the requirements are effectively enforced (658E(c)(2)(F)). If any types of CCDF providers are exempt from licensing requirements, the state/territory must describe those exemptions

and describe how these exemptions do not endanger the health, safety, or development of children. The descriptions must also include any exemptions based on provider category, type, or setting; length of day; and providers not subject to licensing because the number of children served falls below a Lead Agency-defined threshold and any other exemption to licensing requirements (658E(c)(2)(F); 98.16(u); 98.409(a)(2)(iv)).

- 5.1.1 To certify, describe the licensing requirements applicable to child care services provided within the state/territory and note if providers are exempted from licensing requirements and how such exemptions do not endanger the health, safety, and development of children (658E (c)(2)(F); 98.40(a)(2)).

Virginia child care exemptions from licensure are in Code of Virginia §63.2-1715. These exemptions do not endanger the health, safety and development of children in CCDF care due to the following reasons:

- Many of the exemptions are for programs that fall under another State agency or local government regulation, such as the Department of Education, Department of Behavioral Health and Developmental Services, and local government safety standards.
- Child day centers that qualify for a religious exemption from licensure must follow health and safety requirements in VA Code, §63.2-1717.
- Family day homes approved by a licensed family day system must follow health and safety standards found at <http://www.dss.virginia.gov/facility/fds.cgi>.
- Any unlicensed and unregulated child care program that receives CCDF funds must follow all subsidy vendor agreement requirements, which incorporate health and safety standards.
- Many of the licensure exemptions in §63.2-1715 are for programs with a limited duration, programs serving school-age children, or programs which have requirements that parents are present on site or close by.

- 5.1.2 Which providers in your state/territory are subject to licensing under this CCDF category? Check all that apply and provide a citation to the licensing rule.

- Center-based child care. Provide a citation:

Child Day Center: (Code of Virginia § 63.2-100) A child day program offered to:

- two or more children under the age of 13 in a facility that is not the residence of the provider or of any of the children in care, or
- 13 or more children at any location.

- Family child care. Provide a citation:

Family Day Home (Code of Virginia § 63.2-100):

- A child day program offered in the residence of the provider or the home of any of the children in care for one through 12 children under the age of 13, exclusive of the provider's own children and any children who reside in the home, when at least one child receives care for compensation.

- The provider of a licensed or registered family day home shall disclose to the parents or guardians of children in their care the percentage of time per week that persons other than the provider will care for the children.
- Family day homes serving 5 through 12 children, exclusive of the provider's own children and any children who reside in the home, shall be licensed; however, no family day home shall care for more than four children under the age of two, including the provider's own children and any children who reside in the home, unless the family day home is licensed or voluntarily registered.
- A family day home where the children in care are all related to the provider by blood or marriage shall not be required to be licensed.

☐ In-home care. Provide a citation:

5.1.3 Are any providers in your state/territory that fall under this CCDF category exempt from licensing (98.40(2)(i) through (iv))? If so, describe exemptions based on length of day, threshold on the number of children in care, or any other factors applicable to the exemption.

☐ Center-based child care. If checked, describe the exemptions.

☐ Family child care. If checked, describe the exemptions.

☐ In-home care. If checked, describe the exemptions.

5.1.4 Describe how any exemptions identified above do not endanger the health, safety, or development of children in:

a) Center-based child care if checked in 5.1.3.

b) Family child care if checked in 5.1.3e.

c) In-home care if checked in 5.1.3.

5.2 Health and Safety Standards and Requirements for CCDF Providers

5.2.1 Standards on ratios, group sizes, and qualifications for CCDF providers.

Lead Agencies are required to establish child care standards for providers receiving CCDF funds, appropriate to the type of child care setting involved, that address appropriate ratios between the number of children and number of providers in terms of the age of the children, group size limits for specific age populations, and the required qualifications for providers (658E(c)(2)(H); 98.41(d); 98.16(m)). For ease of responding, this section is organized by CCDF categories of care, licensing status, and age categories.

a) Licensed CCDF center-based care

1. Infant

- How does the State/territory define infant (age range): **Birth to 16 months**
- Ratio: **4:1**
Group size: **None at this time. Group size requirements are being added to licensed child day center regulations, which are still being promulgated.**
- Teacher/caregiver qualifications:

Licensed centers do not have staff qualifications based on the age of children in each setting. For all age ranges, Program Leader qualifications are found at 22VAC40-185-210.

http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/final_cdc_reg.pdf

2. Toddler

- How does the State/territory define toddler (age range): **16 months to two years**
- Ratio: **5:1**
Group size: **None at this time. Group size requirements are being added to licensed child day center regulations, which are still being promulgated.**
- Teacher/caregiver qualifications:
Licensed centers do not have staff qualifications based on the age of children in each setting. For all age ranges, Program Leader qualifications are found at 22VAC40-185-210.
http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/final_cdc_reg.pdf

3. Preschool

- How does the State/territory define preschool (age range): **There are two preschool age categories: two years old and three years old to school age.**
- Ratio: **Two years old: 8:1 and three years old to school age: 10:1**
- Group size: **None at this time. Group size requirements are being added to licensed child day center regulations, which are still being promulgated.**
- Teacher/caregiver qualifications:
Licensed centers do not have staff qualifications based on the age of children in each setting. For all age ranges, Program Leader qualifications are found at 22VAC40-185-210.
http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/final_cdc_reg.pdf

4. School-age

- How does the State/territory define school-age (age range): **There are two school age categories: school age eligible to eight years and nine years to 12 years.**
- Ratio: **School age eligible to eight years: 18:1 and nine years to 12 years: 20:1**
- Group size: **None at this time. Group size requirements are being added to licensed child day center regulations, which are still being promulgated.**
- Teacher/caregiver qualifications:
Licensed centers do not have staff qualifications based on the age of children in each setting. For all age ranges, Program Leader qualifications, are found at 22VAC40-185- 210.
http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/final_cdc_reg.pdf

5. If any of the responses above are different for exempt child care centers, describe which requirements apply to exempt centers.

- **Religious exempt center ratios are:**
 - **Infants to 24 months: 4:1**
 - **Ages 2 through 5: 10:1**
 - **Ages 6 through 12: 25:1**
- **Group size: None**

6. Describe, if applicable, ratios, group sizes, and qualifications for classrooms with mixed age groups.

- **Planned for children who enter a program at three through five years of age, balanced mixed-age grouping is the even allocation of children in each age.**
- **The ratio is 14:1 for balanced mixed age groups.**
- **When children are regularly in ongoing mixed age groups, the staff-to-children ratio applicable to the youngest child in the group shall apply to the entire group.**
- **Group size requirements are being added to licensed child day center regulations, which are still being promulgated.**

7. Describe the director qualifications for licensed CCDF center-based care.

Program director qualifications are found at 22 VAC 40-185-190
http://www.dss.virginia.gov/files/division/licensing/cdc/intro_page/code_regulations/regulations/final_cdc_reg.pdf

b) Licensed CCDF family child care provider

1. Infant

- How does the State/territory define infant (age range): **Birth to 16 months**
- Ratio:

The ratio is based on the following point system assigned according to the age of children (including caregiver's own children under 8 years old). No caregiver can exceed 16 points:

- **0-15 months = 4 points each;**
- **16-23 months = 3 points each;**
- **2-4 years = 2 points each;**
- **5-9 years = 1 point each;**
- **10 years and older = 0 points.**

- **Group size: The maximum group size is 12, or the licensed capacity.**
- **Teacher/caregiver qualifications:**
Licensed Family Day Home regulations do not set qualifications based on the age of children in each setting. Caregiver qualifications are found at 22VAC40-111-130 through 22VAC40- 111-150
http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual.pdf

2. Toddler

- How does the State/territory define toddler (age range): **From 16 to 24 months**
- Ratio:
The ratio is based on the following point system assigned according to the age of children (including caregiver's own children under 8 years old). No caregiver can exceed 16 points:
 - 0-15 months = 4 points each;
 - 16-23 months = 3 points each;
 - 2-4 years = 2 points each;
 - 5-9 years = 1 point each;
 - 10 years and older = 0 points.
- Group size: **The maximum group size is 12, or the licensed capacity.**
- Teacher/caregiver qualifications:
Licensed Family Day Home regulations do not set qualifications based on the age of children in each setting. Caregiver qualifications are found at 22VAC40-111-130 through 22VAC40- 111-150
http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual.pdf

3. Preschool

- How does the State/territory define preschool (age range): **Preschool is defined as children from two years up to the age of eligibility to attend public school, which is age five by September 30 of the same year.**
- Ratio:
The ratio is based on the following point system assigned according to the age of children (including caregiver's own children under 8 years old). No caregiver can exceed 16 points:
 - 0-15 months = 4 points each;
 - 16-23 months = 3 points each;
 - 2-4 years = 2 points each;
 - 5-9 years = 1 point each;
 - 10 years and older = 0 points.
- Group size: **The maximum group size is 12, or the licensed capacity.**
- Teacher/caregiver qualifications:
Licensed Family Day Home regulations do not set qualifications based on the age of children in each setting. Caregiver qualifications are found at 22VAC40-111-130 through 22VAC40- 111-150
http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual.pdf

4. School-age

- How does the State/territory define school-age (age range): **Eligible to attend public school, age five or older by September 30 of that same year.**
- Ratio:

The ratio is based on the following point system assigned according to the age of children (including caregiver's own children under 8 years old). No caregiver can exceed 16 points:

- 0-15 months = 4 points each;
- 16-23 months = 3 points each;
- 2-4 years = 2 points each;
- 5-9 years = 1 point each;
- 10 years and older = 0 points.

- Group size: The maximum group size is 12, or the licensed capacity.
- Teacher/caregiver qualifications:
Licensed Family Day Home regulations do not set qualifications based on the age of children in each setting. Caregiver qualifications are found at 22VAC40-111-130 through 22VAC40- 111-150
http://www.dss.virginia.gov/files/division/licensing/fdh/intro_page/code_regulations/regulations/final_fdh_manual.pdf

5. If any of the responses above are different for exempt family child care homes, please describe which requirements apply to exempt homes.

c) In-home CCDF providers: **N/A**

1. Describe the ratios.
2. Describe the group size.
3. Describe the threshold for when licensing is required.
4. Describe the maximum number of children that are allowed in the home at any one time.
5. Describe if the state/territory requires related children to be included in the child-to-provider ratio or group size.
6. Describe any limits on infants and toddlers or additional school-age children that are allowed for part of the day.

5.2.2 Health and safety standards for CCDF providers.

States and territories must establish health and safety standards for programs (e.g., child care centers, family child care homes, etc.) serving children receiving CCDF assistance relating to the topics listed below, as appropriate to the provider setting and age of the children served (98.41(a)). This requirement is applicable to all child care providers receiving CCDF funds regardless of licensing status (i.e., licensed or license-exempt). The only exception to this requirement is for providers who are caring for their own relatives because Lead Agencies have the option of exempting relatives from some or all CCDF health and safety requirements (98.42(c)).

To certify, describe how the following health and safety standards for programs serving children receiving CCDF assistance are defined and established on the required topics

(98.16(l)). Note – This question is different from the health and safety training requirements, which are addressed in question 5.2.3.

1. Prevention and control of infectious diseases (including immunization)

- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)
 - **Documentation that each child has received the immunizations required by the State Board of Health before the child can attend the center is required.**
 - **A child may be conditionally enrolled for a period of 90 days contingent upon the child having received at least one dose of each of the required vaccines and the child possessing a plan, from a physician or local health Department, for completing his/her immunizations requirements within the ensuing 90 calendar days.**
 - **There is an exception to extend the conditional period to 180 days only if the child requires more than two doses of the hepatitis B vaccine.**
 - **A child experiencing homelessness who does not have documentation of the required immunizations is allowed a grace period of no more than 90 days to allow the parent or guardian time to obtain documentation of the required immunizations.**
 - **Documentation of additional immunizations once every six months for children under the age of two years is required.**
 - **Handwashing procedures for caregivers and children include washing with soap and running water or disposable wipes before and after serving or eating meals or snacks, and after toileting or any contact with blood, feces or urine.**
 - **Parents must be notified within 24 hours when children have been exposed to a communicable disease listed in the Department of Health's current communicable disease chart, or immediately for life threatening diseases.**
- List the citation for these requirements.

Subsidy Vendor Agreement – FDH, Subsidy Vendor Agreement – Center, Standards for Licensed Family Day Homes 22 VAC40-111 and Standards for Licensed Child Day Centers 22 VAC40-185

 - Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). **None**
 - Describe any variations based on the age of the children in care. **None**
 - Describe if relatives are exempt from this requirement. **No**

2. Prevention of sudden infant death syndrome and the use of safe-sleep practices

- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)
 - **Family day home caregivers monitor sleeping infants by placing each infant to sleep in a location where the infant is within sight and hearing of a caregiver, by in-person observation of each sleeping infant at least once every 15 minutes or by using a baby monitor.**
 - **Sight and sound supervision is required for children enrolled in center-based programs.**
 - **Implementation of safe sleep practices for infants in center-based programs includes allowing infants to sleep when needed, placing infants in a supine position when in a crib, allowing an infant who is able to easily turn over in the crib to adopt whatever position s/he prefers, and caregivers are required to individually check on resting infants every 15-20 minutes.**
 - **It is required that cribs be provided for children from birth through 12 months of age and for children over 12 months of age who are not developmentally ready to sleep on a cot or bed during rest periods.**
 - **Furnishings, equipment and materials for homes are required to meet current safety standards as set forth by the Consumer Product Safety Commission, Juvenile Products Manufacturer's Association or the American Society for Testing and Materials, as applicable.**
 - **All staff must complete the Virginia Preservice Training for Child Care Staff within 90 days of employment or subsidy vendor approval. Orientation for staff at the program also includes facility-specific training regarding the prevention of Sudden Infant Death Syndrome and the use of safe sleeping practices.**
 - List the citation for these requirements.

Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement – Center

 - Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

Licensed programs may not use portable cribs or play yards for sleeping.

 - Describe any variations based on the age of the children in care.

The furnishings and safe sleep requirements only apply to infants.

 - Describe if relatives are exempt from this requirement. **No**
3. Administration of medication, consistent with standards for parental consent
- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)
 - **Medication administration for prescription and over the counter medications is performed according to the written policies of the child care provider.**

- A staff member or independent contractor is required to have satisfactorily completed a training program for this purpose before administering medications or to be licensed by the Commonwealth of Virginia to administer medications.
 - Medication Assistance Training (MAT) is approved by the Board of Nursing and taught by a registered nurse, licensed practical nurse, doctor of medicine or osteopathic medicine, or pharmacist.
 - The parent must provide written authorization.
 - Prescription medication must be in the original container with the child's name and the manufacturers label must be attached.
 - Documentation of administration must be completed and maintained according to MAT guidelines.
 - List the citation for these requirements.
Subsidy Vendor Agreement – FDH, Subsidy Vendor Agreement – Center, Standards for Licensed Family Day Homes 22VAC40-111 and Standards for Licensed Child Day Centers 22VAC40-185
 Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).
Family day home regulations require medications for children in care to be stored separately from those of household members and caregivers.
 - Describe any variations based on the age of the children in care. **None**
 - Describe if relatives are exempt from this requirement. **No**
4. Prevention of and response to emergencies due to food and allergic reactions
- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)
 - **A list of allergies, sensitivities, and dietary restrictions is posted in a manner that is easily accessible.**
 - **Children's records must include information on allergies, including food allergies, intolerances to food, medication or other substances, and actions to be taken in an emergency situation. Also required in the child's record is a written allergy care plan for each child with a diagnosed food allergy, with instructions from a physician regarding the food allergy and steps to be taken in the event of a suspected or confirmed allergic reaction.**
 - **All staff working with children that have food allergies receives program-specific training in preventing exposure to food(s) to which the child is allergic, preventing cross-contaminations, and recognizing and responding to any allergic reactions, in addition to Virginia Preservice Training for child care staff.**
 - **Child care centers and family day programs must notify parents immediately of any confirmed or suspected allergic reactions, and**

ingestion or contact with prohibited food, even if a reaction did not occur.

- **When food is prepared that a child in care is allergic to, staff shall take steps to avoid cross contamination in order to prevent an allergic reaction.**

- List the citation for these requirements.

Subsidy Vendor Agreement – FDH and Subsidy Vendor Agreement – Center

- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). **None**
- Describe any variations based on the age of the children in care. **None**
- Describe if relatives are exempt from this requirement. **No**

5. Building and physical premises safety, including the identification of and protection from hazards that can cause bodily injury, such as electrical hazards, bodies of water, and vehicular traffic

- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

Physical plant safety requirements are located in the subsidy vendor agreements; licensed programs may have other standards in addition to subsidy vendor agreement requirements.

- **Centers:**

- **Prior to approval of a center vendor agreement, written documentation is required indicating that the building meets fire and building codes or has an approved plan of correction, and has annual fire inspections.**
- **Approval from the local health department, or an approved plan of correction for meeting requirements for water, sewage disposal, and food service, if applicable, and subsequent annual inspections.**
- **Areas, inside and outside are maintained in a clean, safe, and operable condition.**
- **Heating and cooling requirements are acceptable.**
- **Electrical outlets are covered.**
- **All areas of the premises which are accessible to children are free of obvious injury hazards, including cushioning materials under playground equipment.**
- **Swimming pools are kept locked.**
- **Water temperature does not exceed 120 degrees Fahrenheit.**
- **There is an operable, non-pay telephone.**

- **Family Day Homes:**

- Family day home vendors must maintain safe, clean and operable conditions inside and outside of the home, to include no poisonous plants or tripping hazards.
- Sharp kitchen utensils and other sharp objects are inaccessible to children unless being used by a caregiver or with children under supervision.
- Heating devices have barriers or screens and are located at least three feet from combustible materials. Unvented fuel burning heaters are not used when children are in care, and wood-burning stoves, fireplaces and associated chimneys, if used, shall be inspected annually to verify proper installation and maintenance; and flammable and combustible materials are stored in areas inaccessible to children.
- Protective barriers or guardrails are used for stairs with three or more risers, decks, porches, lofts, or balconies that are accessible by children; windows and doors used for ventilation are screened.
- Machinery in operation is inaccessible to children in care.
- A barrier shall surround outdoor play areas located within 30 feet of hazards such as lakes, ponds, streets with speed limits in excess of 25 mph or heavy traffic, or railroad tracks.
- Stationary outdoor play equipment may not be installed over hard surfaces.
- Access to pools is restricted and a barrier is required for pools, ponds or fountains, not enclosed by fences, if located within 30 feet of outdoor play areas. Hot tubs, spas, and whirlpools must be covered with safety covers while children are in care.
- List the citation for these requirements.
Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement – Center, Standards for Licensed Family Day Homes 22 VAC40-111 and Standards for Licensed Child Day Centers 22 VAC40-185
- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).
 - Centers housed in a building which is currently approved for school occupancy and houses a public or private school during the school year will be considered to have met the requirements regarding building and fire codes when housing a center serving only school age or older children.
 - Children are allowed to use outdoor play equipment and areas approved for use by school during school hours.
 - Family day homes do not have to have building, fire or health inspections, but have additional requirements regarding pools, spas, use of machinery, etc.

- Describe any variations based on the age of the children in care.
Electrical outlet covers are not required except in areas used by children of preschool age or younger.
 - Describe if relatives are exempt from this requirement. **No**
6. Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment.
- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)
 - **“Shaken Baby Syndrome” or “Abusive Head Trauma” is a traumatic injury that has been inflicted upon the brain of an infant or young child. The injury can occur during violent shaking causing the child’s head to whip back and forth, the brain to move about, and blood vessels in the skull to stretch and tear.**
 - **Subsidy vendors and child care staff are required to complete the Virginia Preservice Training for child care staff, which includes training on the prevention of Shaken Baby Syndrome and Abusive Head Trauma.**
 - **Staff of centers and caregivers in family day homes receives facility-specific training regarding prevention of Shaken Baby Syndrome and Abusive Head Trauma, including coping with crying babies and fussy or distraught children.**
 - **Physical punishments, or threats thereof, are forbidden. Physical punishment of a child includes striking a child, roughly handling a child, or shaking a child.**
 - List the citation for these requirements.
Subsidy Vendor Agreement – FDH and Subsidy Vendor Agreement – Center
 - Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). **None**
 - Describe any variations based on the age of the children in care. **None**
 - Describe if relatives are exempt from this requirement. **No**
7. Emergency preparedness and response planning for emergencies resulting from a natural disaster or a human-caused event (such as violence at a child care facility), within the meaning of those terms under section 602(a)(1) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5195a(a)(1)). Emergency preparedness and response planning (at the child care provider level) must also include procedures for evacuation; relocation; shelter-in-place and lockdown; staff and volunteer training and practice drills; communications and reunification with families; continuity of operations; and accommodations for infants and toddlers, children with disabilities, and children with chronic medical conditions.
- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- Signed vendor agreements require facilities serving children receiving CCDF funds to have emergency supplies and written emergency preparedness plans that address staff responsibilities and facility readiness for emergency evacuations, relocation, lockdown, and shelter-in-place scenarios.
 - Plans include staff training requirements, frequency of drills, and posting of plans, maps, or emergency numbers. At a minimum, evacuation drills must be practiced monthly, shelter-in-place procedures practiced twice a year, and lockdown procedures practiced annually.
 - Plans include methods of communication with parents and procedures to reunite children with parents or an authorized person, continuity of operations, and any accommodations or special requirements for infants, toddlers, or children with special needs.
 - List the citation for these requirements.
Subsidy Vendor Agreement – FDH, Subsidy Vendor Agreement- Center, Standards for Licensed Family Day Homes 22 VAC40-111 and Standards for Licensed Child Day Centers 22 VAC40-185
 - Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). **None**
 - Describe any variations based on the age of the children in care. **None**
 - Describe if relatives are exempt from this requirement. **No**
8. Handling and storage of hazardous materials and the appropriate disposal of bio-contaminants
- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)
 - **Center-based programs must keep hazardous substances such as cleaning materials, insecticides, and pesticides in a locked place. The only exception is cleaning supplies used to clean and sanitize the diapering area or toilet chairs. These do not need to be kept locked during the diapering or toilet training time as long as those products are inaccessible to children.**
 - **Family Day home requirements differ slightly in that hazardous substances include potentially poisonous substances, cleaning agents, disinfectants, deodorizers, plant care chemicals, pesticides, and petroleum distillates. These shall be stored away from food in areas inaccessible to children.**
 - **Pesticides and insecticides shall not be stored in areas used by children or in areas used for food preparation or storage.**
 - **Cleaning and sanitizing materials shall not be located above food, food equipment or single-service articles and shall be stored separate from food.**
 - **Substitute containers shall clearly indicate the contents.**

- Biocontaminant disposal deals with safely disposing of diapering items. Soiled disposable diapers and wipes shall be disposed of in a leak-proof or plastic-lined storage system that is either foot operated or used in such a way that neither the caregiver's hand nor the soiled diaper or wipe touches the exterior surface of the storage system during disposal.
 - When cloth diapers are used, a separate leak-proof storage system shall be used.
 - List the citation for these requirements.
Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement – Center, Standards for Licensed Family Day Homes 22 VAC40-111 and Standards for Licensed Child Day Centers 22 VAC40-185
 - Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).
Storage requirements are slightly different between homes and centers. Licensed programs are required to keep hazardous items locked.
 - Describe any variations based on the age of the children in care. **None**
 - Describe if relatives are exempt from this requirement. **No**
9. Precautions in transporting children (if applicable)
- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)
 - **Programs providing care to children receiving CCDF funds that provide transportation are responsible from the time the child boards a vehicle until returned to a parent or designee.**
 - **Requirements for drivers and vehicles include:**
 - **Safety belts and child restraints as required by the Code of Virginia sections 46.2-1095 through 46.2-1000 must be followed.**
 - **Children shall remain seated with arms, legs and head remaining in the vehicle and at least one staff member or driver remains in the vehicle when children are present.**
 - **Staff shall have a list of the children being transported and any allergy care plans, if necessary.**
 - **In addition, the subsidy vendor agreement has requirements for entering and exiting the vehicle and staff responsibility to ensure all children are removed from the vehicle at the conclusion of any trip.**
 - List the citation for these requirements.
Subsidy Vendor Agreement – FDH and Subsidy Vendor Agreement – Center, Standards for Licensed Family Day Homes 22 VAC40-111 and Standards for Licensed Child Day Centers 22 VAC40-185
 - Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). **None**

- Describe any variations based on the age of the children in care. **None**
- Describe if relatives are exempt from this requirement. **No**

10. Pediatric first aid and cardiopulmonary resuscitation (CPR) certification

- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)
 - **All caregivers providing care to children must have current certification in CPR appropriate to the age of children in care, including an in-person competency demonstration, and current certification in first aid.**
 - **There must always be least one staff/caregiver with current CPR and first aid training present during the operating hours of the center or family day home.**
- List the citation for these requirements.
Subsidy Vendor Agreement – FDH and Subsidy Vendor Agreement – Center
- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). **None**
- Describe any variations based on the age of the children in care. **None**
- Describe if relatives are exempt from this requirement. **No**

11. Recognition and reporting of child abuse and neglect

- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)
 - **Virginia Preservice training and facility provides specific orientation on recognizing child abuse and neglect, and knowledge of reporting responsibilities is required.**
 - **Any suspected incident of child abuse or neglect shall be reported in accordance with section 63.2-1509 of the Code of Virginia.**
- List the citation for these requirements.
Section 63.2-1509 of the Code of Virginia, Subsidy Vendor Agreement - FDH and Subsidy Vendor Agreement – Center, Standards for Licensed Family Day Homes 22 VAC40-111 and Standards for Licensed Child Day Centers 22 VAC40-185
- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). **None**
- Describe any variations based on the age of the children in care. **None**
- Describe if relatives are exempt from this requirement. **No**

a) The Lead Agency may also include optional standards related to the following:

1. Nutrition

- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)

- Drinking water shall be accessible to all children.
- Family day homes and centers offering both meals and snacks shall serve a variety of nutritious foods and sufficient portions.
- Children three years of age or younger may not be offered foods that are considered to be potential choking hazards.
- When food is brought from home to the family day home or center, a subsidy vendor shall have extra food or provisions to obtain food to serve to children so they can have an appropriate snack or meal if they forget to bring food from home, bring an inadequate meal or snack, or bring perishable food.
- Unused portions of opened food shall be discarded by the end of the day or returned to the parent.
- Caregivers who prepare and serve food to children, or supervise meals, shall be aware of the food allergies, sensitivities, and dietary restrictions for each child.
- Caregivers shall not serve prohibited food to a child.

- List the citation for these requirements.

Subsidy Vendor Agreement – FDH and Subsidy Vendor Agreement – Center, Standards for Licensed Family Day Homes 22 VAC40-111 and Standards for Licensed Child Day Centers 22 VAC40-185

- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). **None**
- Describe if relatives are exempt from this requirement. **No**

2. Access to physical activity

- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)
 - **Family day homes are required to provide each child with:**
 - Adequate space to allow free movement indoors and out.
 - Daily age-appropriate activities, including opportunities for vigorous outdoor play, depending upon the weather and the health of the children.
 - **Child day centers require that opportunities for active activities be provided:**
 - Outdoor time, weather permitting, is required for infants.
 - Play spaces must provide equipment and toys that support large motor development and staff are required to provide frequent opportunities for infants to creep, crawl, toddle, and walk.
 - Toddler and preschool-age children must be provided opportunities for outdoor activity each day as the weather and air quality allows.
 - Children must be provided with:

- fifteen minutes per day or session if the center operates up to three hours;
 - thirty minutes per day or session if the center operates between three and five hours; or
 - one hour per day or session if the center operates more than five hours.
 - Daily activities available to toddlers and preschool-age children must also include large motor activities.
 - School-age children must be provided with an opportunity for large motor activities at least 25% of the time in the afternoon and on non-school day.
 - Unlicensed and licensed exempt centers that participate in the Child Subsidy Program are required to offer opportunities for active activities each day and include opportunities for infants to creep, crawl, toddle, and walk.
 - List the citation for these requirements.
 - Standards for Licensed Child Day Centers 22VAC40-185-360 A, 22VAC40-185-370-3 and 5, 22VAC40-185-380 A, 22VAC40-185-390 A and B.
 - Standards for Licensed Family Day Homes, 22 VAC 40-111-180 and 22 VAC 40-111-580.C.2. Subsidy Vendor Agreement, VENDSUB-000-(8)-021
 - Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). **Refer to summary above**
 - Describe if relatives are exempt from this requirement. **No**
3. Caring for children with special needs
- Provide a brief summary of how this standard is defined (i.e., what is the standard, content covered, practices required, etc.)
 - **Subsidy vendors must maintain records on instructions including, but not limited to, recommendations for the care and activities for a child with special needs.**
 - **Accommodations or special requirements for children with special needs must be in place to ensure their safety during evacuation and relocation, shelter-in-place, and lockdown drills or actual events.**
 - List the citation for these requirements.

Subsidy Vendor Agreement – FDH and Subsidy Vendor Agreement – Center
 - Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt). **None**
 - Describe if relatives are exempt from this requirement. **No**
4. Any other areas determined necessary to promote child development or to protect children’s health and safety (98.44(b)(1)(iii)). Describe: **Not Applicable**

- Provide a brief summary of how the standard(s) is defined (i.e., what is the standard, content covered, practices required, etc.)
- List the citation for these requirements.
- Describe any variations by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).
- Describe if relatives are exempt from this requirement.

5.2.3 Health and safety training for CCDF providers on required topics.

Lead Agencies are required to have minimum pre-service or orientation training requirements (to be completed within 3 months), as appropriate to the provider setting and the age of children served, that address the health and safety topics described in 5.2.2, and child development. Lead Agencies must also have ongoing training requirements on the health and safety topics for caregivers, teachers, and directors of children receiving CCDF funds (658E(c)(2)(I)(i); 98.44(b)(1)(iii)). The state/territory must describe its requirements for pre-service or orientation training and ongoing training. These trainings should be part of a broader systematic approach and progression of professional development (as described in section 6) within a state/territory. Lead Agencies have flexibility in determining the number of training hours to require, but they may consult with *Caring for our Children Basics* for best practices and the recommended time needed to address these training requirements.

Pre-Service or Orientation Training Requirements

- Provide the minimum number of pre-service or orientation training hours on health and safety topics for caregivers, teachers, and directors required for the following:
 - Licensed child care centers: **10 hours**
 - Licensed FCC homes: **10 hours**
 - In-home care: **N/A**
 - Variations for exempt provider settings: **10 hours**
- Provide the length of time that providers have to complete trainings subsequent to being hired (must be 3 months or fewer) **Within the first 90 days of employment**
- Identify below the pre-service or orientation training requirements for each topic (98.41(a)(1)(i through xi)).
 - Prevention and control of infectious diseases (including immunizations)
 - Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 A.8
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 A.8
 - Does the state/territory require that this training topic be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
 - ☐ Yes
 - ☒ No
 - Prevention of sudden infant death syndrome and the use of safe-sleep practices

- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 A.3 and D.9
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 A.3 and D.9
 - Does the state/territory require that this training topic be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
☒ Yes
☐ No
3. Administration of medication, consistent with standards for parental consent
- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 A.4 and D.6
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 A.4 and D.6
 - Does the state/territory require that this training topic be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
☒ Yes
☐ No
4. Prevention and response to emergencies due to food and allergic reactions
- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 A.6 and D.11
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 A.6 and D.10
 - Does the state/territory require that this training topic be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
☒ Yes
☐ No
5. Building and physical premises safety, including the identification of and protection from hazards, bodies of water, and vehicular traffic
- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 A.1
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 A.1
 - Does the state/territory require that this training topic be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
☐ Yes
☒ No
6. Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment

- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 A.5 and D.8
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 A.5 and D.9
- Does the state/territory require that this training topic be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
 - ☒ Yes
 - ☐ No
- 7. Emergency preparedness and response planning for emergencies resulting from a natural disaster or a human-caused event
 - Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 A.2 and D.7
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 A.2 and D.7
 - Does the state/territory require that this training topic be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
 - ☒ Yes
 - ☐ No
- 8. Handling and storage of hazardous materials and the appropriate disposal of bio contaminants
 - Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 A.9
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 A.9
 - Does the state/territory require that this training topic be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
 - ☐ Yes
 - ☒ No
- 9. Appropriate precautions in transporting children (if applicable)
 - Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 A.10 and D.12
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 A.10 and D.11
 - Does the state/territory require that this training topic be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
 - ☒ Yes
 - ☐ No
- 10. Pediatric first aid and CPR certification

- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 E.1-4
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 E.1-4
- Does the state/territory require that this training topic be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
☐ Yes
☒ No

All staff members providing care to children obtain certification in first aid and CPR within 30 days of the date of employment; however, there must always be at least one staff member with current CPR and first aid training present during the center's operating hours.

11. Recognition and reporting of child abuse and neglect

- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 A.7 and D.2
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 A.7 and D.2
- Does the state/territory require that this training topic be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
☒ Yes
☐ No

12. Child development (98.44(b)(1)(iii))

- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 A.11
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 A.11
- Does the state/territory require that this training topic be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
☐ Yes
☒ No

13. Describe other requirements

- Provide the citation for other training requirements.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 A.12-14
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 A.12-14

Playground safety, confidentiality and supervision of children are included in orientation training that must be completed within 30 days of employment.

Additional Citation:

Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 D.1, 3 and 4**Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 D.1, 3 and 4**

- Does the state/territory require that this training topic(s) be completed before caregivers, teachers, and directors are allowed to care for children unsupervised?
 - ☒ Yes
 - ☐ No

Ongoing Training Requirements

5.2.4 Provide the minimum number of annual training hours on health and safety topics for caregivers, teachers, and directors required for the following.

- a) Licensed child care centers: **16 hours**
- b) Licensed FCC homes: **16 hours**
- c) In-home care: **N/A**
- d) Variations for exempt provider settings: **None**

5.2.5 Describe the ongoing health and safety training for CCDF providers by category of care (i.e., center, FCC, in-home) and licensing status (i.e., licensed, license-exempt).

1. Prevention and control of infectious diseases (including immunizations)

- Provide the citation for this training requirement.

Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 H

Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 H

- How often does the state/territory require that this training topic be completed?
 - ☒ Annually.
 - ☐ Other. Describe

2. Prevention of sudden infant death syndrome and the use of safe-sleep practices

- Provide the citation for this training requirement.

Subsidy Vendor Agreement -FDH VENDHOM-000-(3)-012 H

Subsidy Vendor Agreement- Center VENDSUB-000-(5)-012 H

- How often does the state/territory require that this training topic be completed?
 - ☒ Annually.
 - ☐ Other. Describe

3. Administration of medication, consistent with standards for parental consent

- Provide the citation for this training requirement.

Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 H

Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 I and J

- How often does the state/territory require that this training topic be completed?
 - ☐ Annually.
 - ☒ Other. Describe: **Every three years**
- 4. Prevention and response to emergencies due to food and allergic reactions
 - Provide the citation for this training requirement.

Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 H

Subsidy Vendor Agreement – Center VENDSUB-000-(5)-012 H
 - How often does the state/territory require that this training topic be completed?
 - ☒ Annually.
 - ☐ Other. Describe
- 5. Building and physical premises safety, including the identification of and protection from hazards, bodies of water, and vehicular traffic
 - Provide the citation for this training requirement.

Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 H

Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 H
 - How often does the state/territory require that this training topic be completed?
 - ☒ Annually.
 - ☐ Other. Describe
- 6. Prevention of shaken baby syndrome, abusive head trauma, and child maltreatment
 - Provide the citation for this training requirement.

Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 H

Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 H
 - How often does the state/territory require that this training topic be completed?
 - ☒ Annually.
 - ☐ Other. Describe
- 7. Emergency preparedness and response planning for emergencies resulting from a natural disaster or a human-caused event
 - Provide the citation for this training requirement.

Subsidy Vendor Agreement - FDH VENDHOM-000--(3)-012 H

Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 H

- How often does the state/territory require that this training topic be completed?
 - ☒ Annually.
 - ☐ Other. Describe
8. Handling and storage of hazardous materials and the appropriate disposal of bio-contaminants
- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 H
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 H
 - How often does the state/territory require that this training topic be completed?
 - ☒ Annually.
 - ☐ Other. Describe
9. Appropriate precautions in transporting children (if applicable)
- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 H
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 H
 - How often does the state/territory require that this training topic be completed?
 - ☒ Annually.
 - ☐ Other. Describe
10. Pediatric first aid and CPR certification
- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012.E.1-2
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012.E.1-2
 - How often does the state/territory require that this training topic be completed?
 - ☐ Annually.
 - ☒ Other. Describe
Current certification in first aid and in CPR appropriate to the age of children in care must be maintained.
11. Recognition and reporting of child abuse and neglect
- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 H
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 H
 - How often does the state/territory require that this training topic be completed?

- ☒ Annually.
- ☐ Other. Describe

12. Child development (98.44(b)(1)(iii))

- Provide the citation for this training requirement.
Subsidy Vendor Agreement - FDH VENDHOM-000-(3)-012 H
Subsidy Vendor Agreement - Center VENDSUB-000-(5)-012 H
- How often does the state/territory require that this training topic be completed?
 - ☒ Annually.
 - ☐ Other. Describe

13. Describe other requirements.

- Provide the citation for other training requirements.
- How often does the state/territory require that this training topic be completed?
 - ☐ Annually.
 - ☐ Other. Describe

5.3 Monitoring and Enforcement Policies and Practices for CCDF Providers

5.3.1 Enforcement of licensing and health and safety requirements

Lead agencies must certify that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with all applicable State and local health and safety requirements, including those described in 98.41 (98.42(a)). This may include, but is not limited to, any systems used to ensure that providers complete health and safety trainings, any documentation required to be maintained by child care providers or any other monitoring procedures to ensure compliance. Note – Inspection requirements are described starting in 5.3.2.

To certify, describe the procedures to ensure that CCDF providers comply with all applicable State and local health and safety requirements.

Child Care Subsidy Program Participation Requirements:

- **The subsidy vendor shall comply with all applicable federal and state laws and regulations, including but not limited to:**
 - **Laws and regulations related to the licensing of or exemptions therefrom of child care providers;**
 - **State regulations, policies, and guidelines for the Child Care Subsidy Program as set forth by VDSS;**
 - **State and local health and safety requirements related to child care providers; and**
 - **Virginia Code § 63.2-1509, for the reporting of suspected abuse or neglect of a child.**

- The Vendor shall be subject to at least one annual inspection by VDSS to ensure compliance with all such laws, regulations, and policies. Such inspection may be unannounced.
- All vendors must be in compliance with the Subsidy Inspection Requirements of the Subsidy Vendor Agreements.
- http://www.dss.virginia.gov/facility/child_care/unlicensed/ucdprcca/index.cgi

5.3.2 Inspections for licensed CCDF providers.

Lead agencies must require licensing inspectors to perform inspections—with no fewer than one pre-licensure inspection for compliance with health, safety, and fire standards—of each child care provider and facility in the state/territory. Licensing inspectors are required to perform no fewer than one annual, unannounced inspection of each licensed CCDF provider for compliance with all child care licensing standards; it shall include an inspection for compliance with health and safety (including, but not limited to, those requirements described in 98.41) and fire standards; inspectors may inspect for compliance with all three standards—health, safety, and fire—at the same time (658E(c)(2)(K)(i)(II); 98.16 (n); 98.42(b)(2)(i)).

Certify by responding to the questions below to describe your state/territory's monitoring and enforcement procedures to ensure that licensed child care providers comply with licensing standards, including compliance with health and safety (including, but not limited to, those requirements described in 98.41) and fire standards.

a) Licensed CCDF center-based child care

- Describe your state/territory's requirements for *pre-licensure inspections* of licensed child care center providers for compliance with health, safety, and fire standards.
 - **A pre-licensure inspection of the facility and services, including review of health, safety and fire standards, is completed prior to license approval.**
 - **As a part of this process, the inspector reviews a report obtained by the applicant from state or local fire authorities to determine compliance with the Virginia Statewide Fire Prevention Code.**
- Describe your state/territory's requirements for annual, unannounced inspections of licensed CCDF child care center providers.
All licensed facilities are inspected at least twice a year for compliance with health and safety standards per Virginia regulations (22VAC 40-80-180 B).
- Identify the frequency of unannounced inspections:
 - ☐ Once a year
 - ☒ More than once a year. Describe: **Licensed, center-based programs receive two unannounced inspections per year.**
- Describe the monitoring procedures (including differential monitoring, if applicable) and how the inspections ensure that child care center providers

comply with the applicable licensing standards, including health, safety, and fire standards.

- **Licensing inspectors visit each child care center at least twice per year to evaluate compliance.**
- **Regulations are scored as met or unmet.**
- **A violation notice detailing any findings of non-compliance is written and shared with the provider and posted on the public website.**
- **Technical assistance is provided, upon request, to clarify regulations and improve service delivery.**

5. List the citation(s) for your state/territory's policies regarding inspections for licensed CCDF center providers

Standards for Licensed Child Day Centers, 22VAC 40-185

b) Licensed CCDF family child care home

1. Describe your state/territory's requirements for *pre-licensure inspections* of licensed family child care providers for compliance with health, safety, and fire standards.

- **A pre-licensure inspection of the facility and services, including review of health, safety and fire standards, is completed prior to preparing a licensing recommendation.**
- **As a part of this process, the inspector reviews a report obtained by the applicant from state or local fire authorities to determine compliance with the Virginia Statewide Fire Prevention Code.**

2. Describe your state/territory's requirements for at least annual, unannounced inspections of licensed CCDF family child care providers.

All licensed facilities are inspected at least twice a year for compliance with health and safety standards per Virginia regulations (22VAC 40-80-180 B).

3. Identify the frequency of unannounced inspections:

- ☐ Once a year
- ☒ More than once a year. Describe **Licensed family day homes receive two unannounced inspections per year.**

4. Describe the monitoring procedures (including differential monitoring, if applicable) and how the inspections ensure that CCDF family child care providers comply with the applicable licensing standards, including health, safety, and fire standards.

- **Licensing inspectors visit each child care center at least twice per year to evaluate compliance.**
- **Regulations are scored as met or unmet.**
- **A violation notice detailing any findings of non-compliance is written and shared with the provider and posted on the public website.**

- **Technical assistance is provided, upon request, to clarify regulations and improve service delivery.**
5. List the citation(s) for your state/territory's policies regarding inspections for licensed CCDF family child care providers

Standards for Licensed Family Day Homes, 22 VAC 40-111

- c) Licensed in-home CCDF child care
 - N/A. In-home CCDF child care (care in the child's own home) is not licensed in the State/Territory. Skip to
 - 1. Describe your state/territory's requirements for *pre-licensure inspections* of licensed in-home child care providers for compliance with health, safety, and fire standards.
 - 2. Describe your state/territory's requirements for at least annual, unannounced inspections of licensed CCDF in-home child care providers.
 - 3. Identify the frequency of unannounced inspections:
 - ☐ Once a year
 - ☐ More than once a year. Describe
 - 4. Describe the monitoring procedures (including differential monitoring, if applicable) and how the inspections ensure that in-home CCDF child care providers comply with the applicable licensing standards, including health, safety, and fire standards.
 - 5. List the citation(s) for your state/territory's policies regarding inspections for licensed in-home CCDF providers
- d) List the entity(ies) in your state/territory that are responsible for conducting pre-licensure inspections and unannounced inspections of licensed CCDF providers.

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- 5.3.3 Lead Agencies must have policies and practices that require licensing inspectors (or qualified monitors designated by the Lead Agency) to perform an annual monitoring visit of each license-exempt CCDF provider for compliance with health, safety (including, but not limited to, those requirements described in 98.41), and fire standards (658E(c)(2)(K)(i)(IV); 98.42(b)(2)(ii)). Lead Agencies have the option to exempt relative providers (as described in section (658P(6)(B)) from this requirement. To certify, respond to the questions below to describe the policies and practices for the annual monitoring of:
 - a) License-exempt center-based CCDF providers, including if monitoring is announced or unannounced, occurs more frequently than once per year, and if differential monitoring is used.
 - **Licensing staff perform on-site, unannounced inspections to confirm compliance with the Subsidy Vendor Agreement and the Code of Virginia annually, and to investigate complaints.**
 - **Additional inspections may be conducted at the center's request for consultation, or when information submitted indicates a center's need for assistance in complying with the law.**

Provide the citation(s) for this policy or procedure.

Subsidy Vendor Agreement for Child Care Centers and Code of Virginia §§ 63.2-1716 and 63.2-1725

- b) License-exempt family child care CCDF providers, including if monitoring is announced or unannounced, occurs more frequently than once per year, and if differential monitoring is used.
 - **Licensing staff perform on-site, unannounced inspections to confirm compliance with the Vendor Agreement and to investigate complaints.**
 - **Additional inspections may be conducted at the center's request for consultation.**

Provide the citation(s) for this policy or procedure.

Subsidy Vendor Agreement for Family Day Homes

- c) License-exempt in-home CCDF providers, including if monitoring is announced or unannounced, occurs more frequently than once per year, if relative care is exempt from monitoring, and if differential monitoring is used.

Provide the citation(s) for this policy or procedure.

- 5.3.4 The Lead Agency must have policies and practices that require licensing inspectors (or qualified monitors designated by the Lead Agency) to perform an annual monitoring visit of each license-exempt CCDF provider for compliance with health, safety, and fire standards (658E(c)(2)(K)(i)(IV); 98.42(b)(2)(ii)). The state/territory may determine if exempt relative providers (as described in section (658P(6)(B)) do not need to meet this requirement. At a minimum, the health and safety requirements to be inspected must address the standards listed in 5.1.4 (98.41(a)). To certify, describe the policies and practices for the annual monitoring of:

- a) License-exempt center-based CCDF providers, including if monitoring is announced or unannounced, occurs more frequently than once per year, and if differential monitoring is used.
 - **Licensing staff perform on-site, unannounced inspections to confirm compliance with the Subsidy Vendor Agreement and the Code of Virginia annually, and to investigate complaints.**
 - **Additional inspections may be conducted at the center's request for consultation, or when information submitted indicates a center's need for assistance in complying with the law.**

Provide the citation(s) for this policy or procedure.

Subsidy Vendor Agreement for Child Care Centers and Code of Virginia §§ 63.2-1716 and 63.2-1725

- b) License-exempt family child care CCDF providers, including if monitoring is announced or unannounced, occurs more frequently than once per year, and if differential monitoring is used.

- **Licensing staff perform on-site, unannounced inspections to confirm compliance with the Vendor Agreement and to investigate complaints.**
- **Additional inspections may be conducted at the center's request for consultation.**

Provide the citation(s) for this policy or procedure.

Subsidy Vendor Agreement for Family Day Homes

- c) License-exempt in-home CCDF providers, including if monitoring is announced or unannounced, occurs more frequently than once per year, if relative care is exempt from monitoring, and if differential monitoring is used.
- d) Provide the citation(s) for this policy or procedure.

5.3.5 Licensing inspectors.

Lead Agencies will have policies and practices that ensure that individuals who are hired as licensing inspectors are qualified to inspect child care providers and facilities and have received health and safety training appropriate to the provider setting and age of the children served. Training shall include, but is not limited to, those requirements described in 98.41(a)(1) and all aspects of the State's licensure requirements (658E(c)(2)(K)(i)(I); 98.42(b)(1)).

- a) To certify, describe how the Lead Agency ensures that licensing inspectors are qualified to inspect child care facilities and providers and that those inspectors have received training on health and safety requirements that are appropriate to the age of the children in care and the type of provider setting (98.42(b)(1)).

To ensure that the Lead Agency's inspectors are qualified to inspect providers and facilities, the Lead Agency has the following in place:

- **Each licensing inspector's Employee Work Profile requires them to have knowledge, skills and abilities in:**
 - **Developmental needs of children in order to evaluate children's programs and to provide technical assistance to improve services;**
 - **Information collection and analysis techniques;**
 - **Interpreting and applying laws and regulations; and**
 - **Communicating effectively, both orally and in writing.**
- **All newly hired inspectors complete the division's New Staff Orientation and Training Program. Components of this program include licensing-related reading assignments in conjunction with field training and ongoing competency assessments.**
- **All inspectors, except those most recently hired, have completed training from the National Association for Regulatory Administration (NARA) and attained the National Regulatory Professional Credential. All new hires are registered for the training and credential, usually within six months of their hire date.**
- **Staff has ongoing professional development plans and receives training throughout the year, both online and in person.**

- b) Provide the citation(s) for this policy or procedure.

Administrative Bulletins

- 5.3.6 The States and Territories shall have policies and practices that require the ratio of licensing inspectors to child care providers and facilities in the state/territory to be maintained at a level sufficient to enable the state/territory to conduct effective inspections of child care providers and facilities on a timely basis in accordance with federal, state, and local laws (658E(c)(2)(K)(i)(III); 98.42(b)(3)).
- a) To certify, describe the state/territory policies and practices regarding the ratio of licensing inspectors to child care providers (i.e., number of providers per number of child care providers) and facilities in the state/territory and include how the ratio is sufficient to conduct effective inspections on a timely basis.
- **As a baseline for inspector caseloads/workloads, the Division of Licensing-Children's Programs uses the NARA recommended numbers of 50-60 facilities per inspector.**
 - **Workload assessments include a review of the number of total facilities per regional licensing office and regional growth in the total number of facilities.**
 - **Caseload assignments are adjusted as needed, based on factors such as weather conditions, geographical traffic patterns and cycles of service delivery, such as the start and end of the school year.**
 - **The VDSS dashboard tracks the number of mandated inspections required with the number of mandated inspections completed on a quarterly basis. In addition, regional licensing administrators submit the number of completed inspections to upper management on a weekly basis.**
 - **Regional licensing administrators and upper management review inspection data, adjusting caseloads as necessary.**
- b) Provide the policy citation and state/territory ratio of licensing inspectors.
Written in internal licensing documents, the Division of Licensing – Children's Programs uses the NARA recommended ratio of one inspector to 50-60 facilities.
- 5.3.7 States and territories have the option to exempt relatives (defined in CCDF regulations as grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles (98.42(c)) from inspection requirements. *Note:* This exception only applies if the individual cares *only* for relative children. Does the state/territory exempt relatives from the inspection requirements listed in 5.3.3?
- ☐ Yes, relatives are exempt from all inspection requirements. If the state/territory exempts relatives from all inspection requirements, describe how the state ensures the health and safety of children in relative care.
 - ☐ Yes, relatives are exempt from some inspection requirements. If the state/territory exempts relatives from the inspection requirements, describe which inspection requirements do not apply to relative providers (including which relatives may be exempt) and how the State ensures the health and safety of children in relative care.
 - ☒ No, relatives are not exempt from inspection requirements.

5.4 Criminal Background Checks

- 5.4.1 In recognition of the significant challenges to implementing the Child Care and Development Fund (CCDF) background check requirements, all States applied for and received extensions through September 30, 2018. The Office of Child Care (OCC)/Administration for Children and Families (ACF)/U. S. Department of Health and Human Services (HHS) is committed to granting additional waivers of up to 2 years, in one year increments (i.e., potentially through September 30, 2020) if significant milestones for background check requirements are met. In order to receive these time-limited waivers, states and territories will demonstrate that the milestones are met and apply for the time-limited waiver by responding to questions 5.4.1a through 5.4.1h below.

As a reminder, the CCDBG Act requires States and territories to have in effect requirements, policies and procedures to conduct criminal background checks for all child care staff members (including prospective staff members) of all child care providers that are 1) licensed, regulated, or registered under state/territory law; or, 2) all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers). Background check requirements apply to any staff member who is employed by a child care provider for compensation, including contract employees and self-employed individuals; whose activities involve the care or supervision of children; or who has unsupervised access to children. For FCC homes, this requirement includes the caregiver and any other adults residing in the family child care home who are age 18 or older. This requirement does not apply to individuals who are related to all children for whom child care services are provided.

A criminal background check must include 8 specific components, which encompass 3 in-state checks, 2 national checks, and 3 inter-state checks:

1. Criminal registry or repository using fingerprints in the current state of residency (in-state);
2. Sex offender registry or repository check in the current state of residency (in-state);
3. Child abuse and neglect registry and database check in the current state of residency (in-state);
4. FBI fingerprint check (national);
5. National Crime Information Center (NCIC) National Sex Offender Registry (NSOR) (national);
6. Criminal registry or repository in any other state where the individual has resided in the past 5 years, with the use of fingerprints being optional (inter-state);
7. Sex offender registry or repository in any other state where the individual has resided in the past 5 years (inter-state); and
8. Child abuse and neglect registry and database in any other state where the individual has resided in the past 5 years (inter-state).

Milestone Prerequisites for Time-Limited Waivers

By September 30, 2018, states and territories must have requirements, policies and procedures for four specific background check components, and must be conducting those checks for all new (prospective) child care staff, in accordance with 45 CFR 98.43 and 98.16(o):

- The national FBI fingerprint check; and,
- The three in-state background check provisions for the current state of residency:
 - state criminal registry or repository using fingerprints;
 - state sex offender registry or repository check;
 - state-based child abuse and neglect registry and database .

All four components are required in order for the milestone to be considered met.

If the milestone prerequisites are met, then time-limited waivers may be requested for the components as outlined in the table below.

Background Check Components	If milestone is met, time-limited waiver allowed for:
1) In-state criminal w/fingerprints	Conducting background checks on backlog of current (existing) staff only
2) In-state sex offender registry	
3) In-state state-based child abuse and neglect registry	
4) FBI fingerprint check	
5) NCIC National Sex Offender Registry (NSOR)	Establishing requirements and procedures AND/OR
6) Inter-state state criminal registry	Conducting background checks on all new (prospective) child care staff
7) Inter-state state sex offender registry	AND/OR
8) Inter-state child abuse and neglect registry	Conducting background checks on backlog of current (existing) staff

States and Territories will apply for the initial waiver for a one-year period (starting October 1, 2018 and ending September 30, 2019) as part of the submission of this Plan. If approved, States and Territories will have the option to renew these waivers for one

additional year as long as progress is demonstrated during the initial waiver period. Additional guidance will be issued later on the timeline and criteria for requesting the waiver renewal.

Overview of Background Check Implementation deadlines

- Original deadline for implementation (658H(j)(1) of CCDBG Act): September 30, 2017
- Initial one-year extension deadline (658H(j)(2) of CCDBG Act): September 30, 2018
- One-year waiver deadline (45 CFR 98.19(b)(1)(i)): September 30, 2019
- Waiver renewal deadline (45 CFR 98.19(b)(1)(ii)): September 30, 2020

Use questions 5.4.1a through 5.4.1d below to describe achievement of the milestone components, use questions 5.4.1e through 5.4.1h to provide the status for the remaining checks, and as applicable, use questions 5.4.1a through 5.4.1h to request a time-limited waiver for any allowable background check requirement.

- a) Briefly summarize the requirements, policies and procedures for the search of the state criminal registry or repository, with the use of fingerprints required in the state where the staff member resides.
 - **Virginia law (§§ 63.2-1720.1 and 63.2-1721.1) requires fingerprint based national criminal history background checks for licensed, registered, regulated, and subsidy child care programs.**
 - **The law requires applicants, agents, employees and applicants for employment, volunteers and applicants for volunteer service, and adult household members to submit to a fingerprint based national background check.**
 - **Individuals must submit to a fingerprint based background check every five years.**
- i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43 and 98.16(o).

All licensed, regulated, and registered providers are required to submit to a fingerprint based background check.
- ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43 and 98.16(o).

Unlicensed providers who are approved for child care subsidy are required to submit to a fingerprint based background check.
- iii. Has the search of the state criminal registry or repository, with the use of fingerprints, been conducted for all current (existing) child care staff?

- Yes.
- ☐ No. Check here to indicate request for time-limited waiver for this requirement ☐ and enter the expected date of full implementation of this requirement. Describe the status of conducting the search of the state criminal registry or repository, with the use of fingerprints for current (existing) child care staff. At a minimum, the description should briefly summarize: 1) efforts to date to implement the requirement for all licensed, regulated and registered providers; and all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers); 2) key activities planned toward implementation of this requirement; 3) key challenges to implementing this requirement; and 4) strategies used to address challenges:

List the citation:

Code of Virginia §§63.2-1720.1, 63.2-1721.1, 63.2-1724, and 63.2-1725

- b) Briefly summarize the requirements, policies and procedures for the search of the state sex offender registry or repository in the state where the staff member resides.

The fingerprint based national criminal history check is completed through the Virginia State Police and includes the search of the national and state sex offender registries.

- i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43 and 98.16(o).

The search is conducted on all licensed, regulated, or registered child care providers as part of the fingerprint based background check process.

- ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43 and 98.16(o).

Unlicensed providers who receive a child care subsidy are required to submit to a fingerprint based background check.

- iii. Has the search of the state sex offender registry or repository been conducted for all current (existing) child care staff?

- Yes
- ☐ No. Check here to indicate request for time-limited waiver for this requirement ☐ and enter the expected date of full implementation of this requirement. Describe the status of conducting the search of the state sex offender registry or repository for current (existing) child care staff. At a minimum, the description should briefly summarize: 1) efforts to date to implement the requirement for all licensed, regulated and registered providers; and all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers); 2)

key activities planned toward implementation of this requirement; 3) key challenges to implementing this requirement; and 4) strategies used to address challenges:

- iv. List the citation:

Code of Virginia §§63.2-1720.1, 63.2-1721.1, 63.2-1724, and 63.2-1725

- c) Briefly summarize the requirements, policies and procedures for the search of the state-based child abuse and neglect registry and database in the state where the staff member resides.

Virginia law (§§ 63.2-1720.1 and 63.2-1721.1) requires a search of the Virginia Central Registry (the child abuse and neglect registry) for all licensed, registered, regulated, and subsidy child care programs.

- i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43 and 98.16(o).

All licensed, regulated, or registered child care providers must submit to a search of the Virginia Central Registry.

- ii. Describe how these requirements apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43 and 98.16(o).

Unlicensed providers who receive a child care subsidy are required to submit to a search of the Virginia Central Registry.

- iii. Has the search of the state-based child abuse and neglect registry and database been conducted for all current (existing) child care staff?

☒ Yes

☐ No. Check here to indicate request for time-limited waiver for this requirement ☐ and enter the expected date of full implementation of this requirement. Describe the status of conducting the search of the state-based child abuse and neglect registry and database for current (existing) child care staff. At a minimum, the description should briefly summarize: 1) efforts to date to implement the requirement for all licensed, regulated and registered providers; and all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers); 2) key activities planned toward implementation of this requirement; 3) key challenges to implementing this requirement; and 4) strategies used to address challenges:

- iv. List the citation:

Code of Virginia §§63.2-1720.1, 63.2-1721.1, 63.2-1724, and 63.2-1725

- d) Briefly summarize the requirements, policies and procedures for the FBI fingerprint check using Next Generation Identification.

Virginia has partnered with the Virginia State Police and has contracted with a fingerprint vendor to take fingerprints.

- i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43 and 98.16(o).

All licensed, regulated, or registered providers are required to submit fingerprint background checks through the contracted vendor.

- ii. Describe how these requirements apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43 and 98.16(o).

Unlicensed providers who receive a child care subsidy are required to submit fingerprint background checks through the contracted vendor.

- iii. Has the search of the FBI fingerprint check using Next Generation Identification been conducted for all current (existing) child care staff?
 - ☒ Yes
 - ☐ No. Check here to indicate request for time-limited waiver for this requirement ☐ and enter the expected date of full implementation of this requirement. Describe the status of conducting the FBI fingerprint check using Next Generation Identification for current (existing) child care staff. At a minimum, the description should briefly summarize: 1) efforts to date to implement the requirement for all licensed, regulated and registered providers; and all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers); 2) key activities planned toward implementation of this requirement; 3) key challenges to implementing this requirement; and 4) strategies used to address challenges:

- iv. List the citation:

Code of Virginia §§63.2-1720.1, 63.2-1721.1, 63.2-1724, and 63.2-1725

- e) Describe the status of the requirements, policies and procedures for the search of the NCIC's National Sex Offender Registry.

- ☒ Fully implemented for all prospective and existing required child care providers (all licensed, regulated or registered; and all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers)). This means that the State/Territory has requirements and procedures in effect, and has conducted the search of the NCIC's NSOR check on all new and existing child care staff.

- ii. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43 and 98.16(o).

The NCIC's National Sex Offender Registry search is completed by the Virginia State Police as part of the fingerprint based national background check.

- iii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43 and 98.16(o).

The NCIC's National Sex Offender Registry search is completed by the Virginia State Police as part of the fingerprint based national background check.

- iv. List the citation:

Code of Virginia §§ 63.2-1720.1 and 63.2-1721.1

- ☐ In progress. Check here to indicate request for time-limited waiver for this requirement ☐ and enter the expected date of full implementation of this requirement. Describe the status of implementation of requirements, policies and procedures for the NCIC's National Sex Offender Registry. At a minimum, the description should briefly summarize: 1) efforts to date to implement the requirement for all prospective and existing licensed, regulated and registered providers; and all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers); 2) key activities planned toward implementation of this requirement; 3) key challenges to implementing this requirement; and 4) strategies used to address challenges:
- f) Describe the status of the requirements, policies and procedures for the search of the criminal registries or repositories in other states where the child care staff member resided during the preceding 5 years, with the use of fingerprints being optional in those other states.
 - ☐ Fully implemented for all prospective and existing required child care providers (all licensed, regulated or registered; and all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers)). This means that the State/Territory has requirements and procedures in effect, and has conducted the inter-state state criminal registry check on all new and existing child care staff.
 - i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43 and 98.16(o).
 - ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43 and 98.16(o).
 - iii. List the citation:
 - ☒ In progress. Check here to indicate request for time-limited waiver for this requirement ☒ and enter the expected date of full implementation of this requirement. 09/30/2020 Describe the status of implementation of requirements, policies and procedures for the search of the criminal registries or repositories in other states where the child care staff member resided during the preceding 5 years, with the use of fingerprints being optional in

those other states. At a minimum, the description should briefly summarize: 1) efforts to date to implement the requirement for all (prospective and existing) licensed, regulated and registered providers; and all providers eligible to provide care for children receiving CCDF; 2) key activities planned toward implementation of this requirement; 3) key challenges to implementing this requirement; and 4) strategies used to address challenges:

Note: This requirement is being researched by the Lead Agency and with external stakeholders. A description of the efforts to date, key activities planned for implementation, key challenges to implementation, and strategies used to address the challenges will be entered by June 30, 2018.

- g) Describe the status of the requirements, policies and procedures for the search of the state sex offender registry or repository in each state where the staff member resided during the previous 5 years.

- ☐ Fully implemented for all required child care providers (all licensed, regulated or registered; and all (prospective and existing) child care providers eligible to provide care for children receiving CCDF assistance). This means that the State/Territory has requirements and procedures in effect, and has conducted the inter-state state sex offender registry check on all new and existing child care staff.

i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43 and 98.16(o).

ii. Describe how these requirements, policies and procedures apply to all providers eligible to care for children receiving CCDF, in accordance with 98.43 and 98.16(o).

iii. List the citation:

- ☒ In progress. Check here to indicate request for time-limited waiver for this requirement ☒ and enter the expected date of full implementation of this requirement. 09/30/2020 Describe the status of implementation of requirements, policies and procedures for the search of the state sex offender registry or repository in each state where the staff member resided during the previous 5 years. At a minimum, the description should briefly summarize: 1) efforts to date to implement the requirement for all (prospective and existing) licensed, regulated and registered providers; and all providers eligible to provide care for children receiving CCDF; 2) key activities planned toward implementation of this requirement; 3) key challenges to implementing this requirement; and 4) strategies used to address challenges:

Note: This requirement is being researched by the Lead Agency and with external stakeholders. A description of the efforts to date, key activities planned for implementation, key challenges to implementation, and strategies used to address the challenges will be entered by June 30, 2018.

h) Describe the status of the requirements, policies and procedures for the search of the state-based child abuse and neglect registry and database in each State where the staff member resided during the previous 5 years.

- Fully implemented for all prospective and existing required child care providers (all licensed, regulated or registered; and all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers)). This means that the State/Territory has requirements and procedures in effect, and has conducted the state-based child abuse and neglect registry check on all new and existing child care staff.

- i. Describe how these requirements, policies and procedures apply to all licensed, regulated, or registered child care providers, in accordance with 98.43 and 98.16(o).

Virginia law (§§ 63.2-1720.1 and 63.2-1721.1) requires a search of any child abuse and neglect registry or equivalent registry maintained by any other state in which the individual has resided in the preceding five years for all licensed, registered, or regulated child care programs.

- ii. Describe how these requirements, policies and procedures apply to all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers), in accordance with 98.43 and 98.16(o).

Virginia law (§§ 63.2-1720.1 and 63.2-1721.1) requires a search of any child abuse and neglect registry or equivalent registry maintained by any other state in which the individual has resided in the preceding five years for all unlicensed providers who receive a child care subsidy.

- iii. List the citation: **Code of Virginia §§ 63.2-1720.1 and 63.2-1721.1**

- ☐ In progress. Check here to indicate request for time-limited waiver for this requirement ☐ and enter the expected date of full implementation of this requirement. Describe the status of implementation of requirements, policies and procedures for the search of the state-based child abuse and neglect registry and database in each State where the staff member resided during the previous 5 years. At a minimum, the description should briefly summarize: 1) efforts to date to implement the requirement for all (prospective and existing) licensed, regulated and registered providers; and all other providers eligible to deliver CCDF services (e.g., license-exempt CCDF eligible providers); 2) key activities planned toward implementation of this requirement; 3) key challenges to implementing this requirement; and 4) strategies used to address challenges:

5.4.2 A child care provider must submit a request to the appropriate state/territory agency for a criminal background check for each child care staff member, including prospective child care staff members, prior to the date an individual becomes a child care staff member and at least once every 5 years thereafter. A prospective child care staff member may begin to work on a provisional basis for a child care provider after completing either a Federal Bureau of Investigation (FBI) fingerprint check or a search of the state/territory criminal

registry or repository using fingerprints (in the state/territory where the staff member resides. However, the child care staff member must be supervised at all times pending completion of all the background check components (98.43(d)(4)).

- 5.4.3 Does the state/territory allow prospective staff members to begin work on a provisional basis (if supervised at all times) after completing the FBI fingerprint check or a fingerprint check of the state criminal registry or repository in the state where the child care staff member resides?

☒ No.

☐ Yes. Describe:

- 5.4.4 The state/territory must conduct the background checks as quickly as possible and shall not exceed 45 days after the child care provider submitted the request. The state/territory shall provide the results of the background check in a statement that indicates whether the staff member is eligible or ineligible, without revealing specific disqualifying information. If the staff member is ineligible, the state/territory will provide information about each disqualifying crime to the staff member.

- 5.4.5 Describe the requirements, policies, and procedures in place to respond as expeditiously as possible to other states', territories', and tribes' requests for background check results to accommodate the 45-day timeframe, including any agencies/entities responsible for responding to requests from other states (98.43(a)(1)(iii)).

- **Virginia State Police respond to requests for criminal background checks from other states, territories, and tribes.**
- **Virginia Department of Social Service's Office of Background Investigations (OBI) responds to requests from other states, territories, and tribes for searches of the Virginia Child Abuse and Neglect Registry. Those searches are processed as they are received. OBI has a mandated turnaround time of 10 business days for Virginia central registry checks.**

- 5.4.6 Child care staff members cannot be employed by a child care provider receiving CCDF subsidy funds if they refuse a background check, make materially false statements in connection with the background check, or are registered or required to be registered on the state or National Sex Offender Registry. Potential staff members also cannot be employed by a provider receiving CCDF funds if they have been convicted of: a felony consisting of murder, child abuse or neglect, crimes against children, spousal abuse, crimes involving rape or sexual assault, kidnapping, arson, physical assault or battery, or—subject to an individual review (at the state/territory's option)—a drug-related offense committed during the preceding 5 years; a violent misdemeanor committed as an adult against a child, including the following crimes—child abuse, child endangerment, or sexual assault; or a misdemeanor involving child pornography (98.43(c)(1)).

Note: The Lead Agency may not publicly release the results of individual background checks. It may release aggregated data by crime as long as the data do not include personally identifiable information (98.43(e)(2)(iii)).

- 5.4.7 Does the state/territory disqualify child care staff members based on their conviction for other crimes not specifically listed in 98.43(h)?

- ☐ No.
- ☒ Yes. Describe:

Virginia Code § 19.2-392.02 includes a list of barrier crime convictions that prohibit employment with a child welfare agency. The crimes listed in 98.43 (h) are included in this barrier crimes list.

5.4.8 The state/territory has a process for a child care staff member to appeal the results of his or her background check to challenge the accuracy or completeness of the criminal background report, as detailed in 98.43(e)(3). Describe how the Lead Agency ensures the privacy of background checks and provides opportunities for applicants to appeal the results of background checks. In addition, describe whether the state/territory has a review process for individuals disqualified due to a felony drug offense to determine if that individual is still eligible for employment (98.43(e)(2–4)).

- **VDSS has child day programs background check procedures that include instructions on how to challenge criminal background check results.**
- **These instructions include how to locate the FBI and the Virginia State Police challenge procedures.**
- **The eligibility determination letter the provider receives includes a link to the procedures.**
- **There is no review process for a felony drug offense.**

5.4.9 The State/Territory may not charge fees that exceed the actual costs of processing applications and administering a criminal background check (98.43(f)). Describe how the state/territory ensures that fees charged for completing the background checks do not exceed the actual cost of processing and administration, regardless of whether they are conducted by the state/territory or a third-party vendor or contractor. Lead Agencies can report that no fees are charged if applicable (98.43(f)).

- **Fees for fingerprint based background checks and the related processing costs are reviewed periodically and adjusted as needed to ensure that fees, on average, do not exceed costs.**
- **Code of Virginia §§63.2-1720.1 and 63.2-1721.1 require that "Fees charged for the processing and administration of background checks pursuant to this section shall not exceed the actual cost to the state of such processing and administration."**

5.4.10 Federal requirements do not address background check requirements for relative providers who receive CCDF; therefore, States have the flexibility to decide which background check requirements relatives, as defined by CCDF, must meet. *Note:* This exception only applies if the individual cares *only* for relative children. Does the state/territory exempt relatives from background checks?

- ☒ No, relatives are not exempt from background check requirements.
- ☐ Yes, relatives are exempt from *all* background check requirements.
- ☐ Yes, relatives are exempt from *some* background check requirements. If the state/territory exempts relatives from some background check requirements, describe which background check requirements do not apply to relative providers.

6 Recruit and Retain a Qualified and Effective Child Care Workforce

This section covers the state or territory framework for training, professional development, and post-secondary education (98.44(a)); provides a description of strategies used to strengthen the business practices of child care providers (98.16(z)); and addresses early learning and developmental guidelines.

States and territories are required to describe their framework for training, professional development, and post-secondary education for caregivers, teachers, and directors, including those working in school-age care (98.44(a)). States and territories must incorporate their knowledge and application of health and safety standards, early learning guidelines, responses to challenging behavior, and the engagement of families. States and territories are required to establish a progression of professional development opportunities to improve the knowledge and skills of CCDF providers (658E(c)(2)(G)). To the extent practicable, professional development should be appropriate to work with a population of children of different ages, English-language learners, children with disabilities, and Native Americans (98.44(b)(2)(iv)). Training and professional development is one of the options that states and territories have for investing their CCDF quality funds (658G(b)(1)).

6.1 Professional Development Framework

6.1.1 Describe how the state/territory developed its training and professional development
Each State or Territory must describe their professional development framework for training, professional development, and post-secondary education, which is developed in consultation with the State Advisory Council on Early Childhood Education and Care. The framework should include these components: (1) professional standards and competencies, (2) career pathways, (3) advisory structures, (4) articulation, (5) workforce information, and (6) financing (98.44(a)(3)). Flexibility is provided on the strategies, breadth, and depth with which states and territories will develop and implement their framework. Describe how the state/territory's framework for training and professional development addresses the following required elements:

- State/territory professional standards and competencies. Describe:
 - **Virginia developed the *Milestones of Child Development (MCDs)* early learning guidelines, Competencies for Virginia Early Childhood Professionals, and Technical Assistance Provider (TAP) Specialized Knowledge and Competencies, and adopted, "What Makes an Effective Early Childhood Professional Development Provider?" cross-sector trainer competencies. These standards were reviewed with Virginia's former early childhood advisory council, the Commonwealth Council for Childhood Success, and are research-based and developed with input from cross-sector early care and education professionals.**
 - **The quality standards and competencies for school-age care practitioners were developed in partnership with the Virginia Partnership for Out-of-School Time leadership team and cross-sector out-of-school time professionals.**

- The Virginia Community College System (VCCS) Early Childhood programs intentionally embed information related to the professional standards and competencies into early childhood coursework. The state resources widely used include: The Virginia *Milestones of Child Development*, Competencies for Early Childhood Professionals, VDSS licensing guidelines, and Virginia Foundation Blocks for Early Learning. NAEYC standards are also featured prominently, particularly at the VCCS institutions that are in the process of Early Childhood Associate Degree Accreditation.
- Career pathways. Describe:
 - Virginia recently revised the previous career lattice into a simpler document titled “Career Pathways for Early Childhood and Out-of-School Time Practitioners.” The Career Pathways document includes nine educational achievement levels, in addition to a Foundational Awareness/Best Practices Level, showing upward movement toward a doctoral degree with a minimum of 21 child-related college credits.
 - The VCCS career trajectory includes prior learning credit (3 credits) at many community colleges for a current CDA. Once students have begun at the community colleges, they may take credits toward a 16-credit career studies certificate (occasionally 19 credits), which often stacks into a certificate of 31 credits, and does stack into the Associate of Applied Science (AAS) in Early Childhood Development.
 - The 16-credit certificate was created for Virginia Head Start and Early Head Start and is approved as an alternative to the CDA. Within the state, HS and EHS teachers may seek this option, which places them on a trajectory toward earning an AAS.
 - Career pathways as a whole have been looked at carefully by the VCCS early childhood faculty peer group and various universities. Virginia’s legislated School Readiness Committee included a subcommittee to examine professional development pathways in early childhood including articulation agreements, dual enrollment, and prior learning credit.
- Advisory structure. Describe:
 - Virginia has a legislated, high-level School Readiness Committee that is focusing on improving professional development for the child care workforce. This Committee may serve as the advisory structure for Virginia’s early care and education professional development. The Committee tracks and facilitates various professional development efforts in the state.
 - The Virginia Community College System has a well-organized and cohesive structure of standard curricula across the state. Faculty meet face to face every two years and have nearly constant communication through the use of a shared Blackboard site, a ListServ through Blackboard, and informal meetings at other early childhood venues, including the Virginia Cross-Sector Professional Development (VCPD) Faculty Institutes and meetings.

- Articulation. Describe:
 - A state workgroup for articulation was formed in 2016, including representatives of five universities and six community colleges. This workgroup agreed to make some changes to the statewide AAS in Early Childhood Development so that it would maintain its primary goal of workforce preparation, while enhancing portability into universities.
 - As a result, new articulation agreements among two and four year institutions were created with additional details to be finalized by summer 2018. The articulation workgroup activities were tracked by the State School Readiness Committee as a whole, and by their Pathways subcommittee.
- Workforce information. Describe:
 - Virginia has implemented a child care professional development registry called the Innovative Model for Professional Advancement and Career Tracking (IMPACT).
 - Early childhood and out-of-school time practitioners may voluntarily input their personal education, training, and employment information, which is subsequently reviewed by State staff. Based on this data, each practitioner will be aligned with one Career Pathways Level and can print a certificate verifying their level of achievement.
 - IMPACT includes formal education certificates and degrees as well as continuing education activities. In the future, this system will give Virginia access to basic, self-reported compensation information for the child care industry for the first time.
 - Virginia is in the process of adding the trainer approval component, and will add the course approval component soon. This will allow Registry participants access to VDSS-approved training events and trainer qualifications.
 - The State will continue to assess the feasibility of linking IMPACT with other professional training databases, such as the Virginia Child Care Provider Scholarship database.
 - The Virginia Early Childhood Foundation workforce survey collects extensive information related to the early care and education workforce.
 - Data is also pulled from the U.S. Department of Labor, Bureau of Labor Statistics (child care workers, preschool teachers except special education, education administrators, preschool and child care center/program).
- Financing. Describe:
 - The Virginia Child Care Provider Scholarship Program helps practitioners pay for undergraduate college-level courses that lead to degrees and certificates in early childhood or school-age care.
 - This Program works in concert with Project Pathfinders, a scholarship program administered by the Virginia Early Childhood Foundation.

The following phrases are optional elements, or elements that should be implemented to the extent practicable, in the training and professional development framework.

- Continuing education unit trainings and credit-bearing professional development to the extent practicable. Describe:
 - Virginia has 54 foundational courses that are grouped into five endorsement areas:
 - Infant and Toddler Endorsement;
 - Preschool Endorsement;
 - Early Childhood Endorsement I: Creativity Series;
 - Early Childhood Endorsement II: Health, Safety, and Nutrition Series; and
 - School-age Endorsement.
 - Each endorsement includes 12-13 four-hour courses that address the Competencies for Early Childhood Professionals and align with five standard community college courses (CHD 166, CHD 120, CHD 145, EDU 235, and CHD 220).
 - Each course includes a pre-test, post-test, additional resources and supplementary materials for extended learning, a variety of interactive activities, and requires successful completion prior to awarding a certificate.
 - Course topics include health and safety standards and child development, including social, emotional, physical, and cognitive development.
 - Courses may be taken individually online (available 24/7), or in a classroom setting when offered.
 - The Virginia Infant and Toddler Specialist Network piloted the classroom versions of the infant and toddler endorsement courses in 2017-2018. The pilot helped determine revisions needed for these courses and whether they should be offered beyond the pilot areas.
 - Participants may choose to complete all courses in an Endorsement program, complete additional Endorsement projects to use the concepts learned in each course, and make application for an Endorsement certificate upon successful course completion.
 - Endorsement courses may be combined to meet the content and hours of the training requirements for the Child Development Associate (CDA) credential.
 - Additional child development training activities are offered through distance learning in partnership with Child Care Aware of Virginia. These courses are self-paced, online, workbook or project-oriented, and available statewide at minimal cost.
 - The self-paced Read-a-Book Program, which is a partnership with the state's Library of Virginia through 350 branch libraries, gives providers the choice of reading and testing on a professional book or reading two children's literature books and writing two lesson plans.
 - A contract with Pennsylvania State University's Better Kid Care Program provides free, 10-hour preservice training for all child care practitioners, as well as an annual health and safety update training for a minimal cost.

- The Division of Licensing - Children's Programs provides training on health and safety topics for licensed child care providers at their regional meetings twice each year and training for unlicensed subsidy providers on Virginia's health and safety standards.
 - Certification in CPR with a demonstration component and First Aid certificate are required separately from the pre-service training. CPR and First Aid are offered by Child Care Aware of Virginia to infant and toddler providers free of charge.
- Engagement of training and professional development providers, including higher education, in aligning training and educational opportunities with the state/territory's framework. Describe:
- The Lead Agency partners with and supports the Virginia Cross-Sector Professional Development (VCPD) Team. VCPD is a coordinated group of early care and education (birth through age 5) professional development providers (trainers/educators). VCPD promotes planning, development, implementation and evaluation of professional development.
 - The VCPD website houses numerous resources for professional development providers (assessments, templates, information and articles, evaluations, etc.) at <http://www.vcpd.net/>.
 - VCPD members are committed to supporting a coordinated professional development system that incorporates seamless professional development across disciplines, collaborative planning, and service integration across the traditional boundaries of child care, pre-K-12 education, higher education, health, mental health and social services. VCPD establishes quality assurance measures to improve professional development provider performance.
 - VCPD coordinates an annual Faculty Institute with community college and four-year early childhood faculty to share updates and information across sector areas of early care and education.
 - One Lead Agency staff member serves on the Virginia Partnership for Out-of-School Time (VPOST) Executive Council. VPOST develops and facilitates quality standards for out-of-school time care programs, including before- and after-school child care. The Lead Agency is exploring supportive measures.
 - The Virginia Community College System Early Childhood Development faculty peer group intentionally embeds information related to the professional standards and competencies into early childhood coursework. The state resources widely used include: *Virginia's Milestones of Child Development*, *Competencies for Early Childhood Professionals*, VDSS licensing guidelines, and *Virginia Foundation Blocks for Early Learning*. NAEYC standards are also featured prominently, particularly at the VCCS institutions that are in the process of offering Early Childhood Associate Degree Accreditation.
 - The Lead Agency's Commissioner is a member of the Virginia School Readiness Committee along with numerous higher education leaders. Lead Agency staff provides support to the Committee. The Committee's goal is to address

professional development and credentializing of Virginia's early childhood education workforce.

☐ Other. Describe:

6.1.2 Describe how the state/territory developed its training and professional development requirements in consultation with the State Advisory Council on Early Childhood Education and Care (if applicable) or with another state or state-designated cross-agency body if there is no SAC that addresses the professional development, training, and education of child care providers and staff.

- **The VDSS Division of Licensing - Children's Programs and the VDSS Division of Child Care and Early Childhood Development's Subsidy Unit developed their training and professional development requirements prior to the existence of the State Advisory Council on Early Childhood Education.**
- **Requirements are based on evidence-based practices, American Academy of Pediatrics' Caring for Our Children, child development, and health and safety practices.**

6.1.3 Identify how the framework improves the quality, diversity, stability, and retention of caregivers, teachers, and directors (98.44(a)(7)). Check and describe all that apply.

☒ Financial assistance to attain credentials and post-secondary degrees. Describe:

- **Paying for undergraduate courses that lead to a school-age child care degree or an early childhood development/education degree through the Virginia Child Care Provider Scholarship Program (VCCPSP) assists providers with meeting licensing and employer qualifications and helps with retention in the field.**
- **Partnering with VECF's Project Pathfinders, practitioners are able to continue their educational pursuits in early childhood education and supplement the Virginia Child Care Provider Scholarship Program by paying for child care, transportation, books, etc. Project Pathfinders pays the cost of tuition once the VCCPSP funds are exhausted for a student. This partnership allows students to complete a degree or certificate program since the VCCPSP only pays for about seven 3-credit courses.**
- **Research has proven that improving the knowledge and practical skills of child care teachers and directors improves the quality of child care. Practitioners, who know how to teach young children and do it well, will most likely stay in the field, helping with retention of caregivers.**
- **The Virginia Infant and Toddler Specialist Network offers incentives for infant and toddler providers who make progress in obtaining the VDSS Infant and Toddler Endorsement, the Child Development Associate Credential – Infant/Toddler or Family Child Care, and the Virginia Community College System's Infant and Toddler Career Studies Certificate.**

☐ Financial incentives linked to educational attainment and retention. Describe:

☐ Financial incentives and compensation improvements. Describe:

☒ Registered apprenticeship programs. Describe:

- The Virginia Department of Labor and Industry (DOLI) has three apprenticeship programs in early care and education:
 - Child Care Development Specialist
 - Teacher Aide I
 - Teacher Preschool
- DOLI provides workers with job training opportunities for lifelong skills and helps employers meet their needs for highly skilled workers through a proven, cost-effective system of registered apprenticeship.
- DOLI helps employers develop training programs and recruit qualified apprentices.
- Employers provide on-the-job training, and participants spend 4-6 hours per week in related classroom instruction, earning compensation incentives upon successful completion. This program assists practitioners in gaining the knowledge and experience they need to be successful child care educators, without the added stress of taking college-level courses.
- VDSS added Apprenticeship Programs to the VDSS provider web page as an option for child care practitioners, and it is listed on Virginia's Career Pathways for Early Childhood and Out-of-School Time Practitioners.
- Registered apprenticeships have been shown to retain child care practitioners.
- Outreach to high school (including career and technical) students. Describe:
 - VDSS staff served on the career and technical education early childhood curriculum advisory team in 2017 to update the early care and education curricula for the Virginia Department of Education's Career and Technical Education Program.
 - The Virginia Child Care Provider Scholarship Program offers scholarships to students in approved dual enrollment career and technical education programs.
 - This outreach keeps the curricula relevant with strong quality content, and helps with the stability and preparation of caregivers, teachers, and directors in the field.
- ☐ Policies for paid sick leave. Describe:
- ☐ Policies for paid annual leave. Describe:
- ☐ Policies for health care benefits. Describe:
- ☐ Policies for retirement benefits. Describe:
- Support for providers' mental health, such as training in reflective practices and stress-reduction techniques and health and mental health consultation services. Describe:
 - The Virginia Infant and Toddler Specialist network offers a course on positive stress management, "Smile and Mean It," and a course on practicing self-care, "The Art of Self Care."

- These offerings help providers reduce their stress from working with children, allow them to share their experiences with other child care providers, and encourage them to stay positive and in the field.

☐ Other. Describe:

6.2 Training and Professional Development Requirements

The state/territory must develop training and professional development requirements, including pre-service or orientation training (to be completed within 3 months) and ongoing requirements designed to enable child care providers to promote the social, emotional, physical, and cognitive development of children and to improve the knowledge and skills of the child care workforce. Such requirements shall be applicable to child care providers caring for children receiving CCDF funds across the entire age span, from birth through age 12 (658E(c)(2)(G)). Ongoing training and professional development should be accessible and appropriate to the setting and age of the children served (98.44(b)(2)).

6.2.1 Describe how the state/territory incorporates the knowledge and application of its early learning and developmental guidelines (where applicable); its health and safety standards (as described in section 5); and social-emotional/behavioral and early childhood mental health intervention models, which can include positive behavior intervention and support models (as described in section 2) in the training and professional development requirements (98.44(b)(2)(ii)).

- The Lead Agency aligns all child care training courses with Virginia's early learning guidelines, *Milestones of Child Development*.
- The *Milestones of Child Development* document was an integral component for developing the state's professional development framework.
- Health and safety standards are included in the "Virginia Preservice Training for Child Care Staff" course that is required for all staff working in a program that receives state subsidy funds, and soon to be required for all licensed program staff.
- A health and safety update training course emphasizes additional health and safety practices.
- Several online courses provide information on social-emotional/behavioral and early childhood mental health intervention models, including intervention and support models. These courses are available and may be counted toward training requirements.
- Training requirements for practitioners working in programs that receive state subsidy funds must complete 10 hours of preservice training, Cardiopulmonary Resuscitation training, and first aid training. The proposed Subsidy Program regulation requires 16 hours of annual training.
- Training requirements for practitioners working in licensed child day centers call for completion of 16 clock hours of training annually that may include up to two hours of training in first aid or Cardiopulmonary Resuscitation. Training must cover safety, child development and/or information regarding the program and facility. Training

on medication administration and daily health observation of children must be completed in addition to the annual 16 clock hours of training.

- The Virginia Infant and Toddler Specialist Network offers training to infant and toddler providers on modules 1 and 2 of the Center on Social Emotional Foundations for Early Learning (CSEFEL) training. The Network has a new goal to increase strategies and practices used by providers and families to promote the social emotional development of infants and toddlers. This will expand the social emotional training offered, include training for new families participating in the child care providers' services, and include consultation on strategies to deal with challenging behaviors of individual infants and toddlers.
- Virginia Community College System (VCCS) courses include health, safety, and social and emotional development, including interventions. VCCS faculty share information and instructional materials. The Pyramid model is widely incorporated into several courses, but particularly in CHD 205: Guiding the Behavior of Young Children. VDSS rules and regulations are incorporated throughout the early childhood courses, but particularly in EDU 235/HLT 135: Health, Safety and Nutrition Education. The State School Readiness Committee recommended that required state trainings be incorporated into coursework. As of spring 2018, VCCS is attempting to embed the 10 hour health and safety training within EDU 235/HLT 135.

6.2.2 Describe how the state/territory's training and professional development requirements are accessible to providers supported through Indian tribes or tribal organizations receiving CCDF funds (as applicable) (98.44(b)(2)(vi)).

- Virginia's training and professional development requirements are found on the Lead Agency's main website, www.dss.virginia.gov/childcare, and the more user-friendly child care microsite, www.childcareva.com.
- All tribes that have access to the Internet will have access to the training courses and any other professional development activities and resources that the Lead Agency offers. VDSS also will include Virginia's federally-recognized tribes on ListSers and distribution lists for professional development information.
- A copy of the State Child Care Plan was mailed to the leaders of Virginia's Indian tribes early in 2018. The State CCDF Administrator also corresponded with tribal chiefs, requesting input on the State Child Care Plan and offering to meet to discuss child care programs and initiatives.

6.2.3 Describe how the state/territory will recruit and facilitate the participation of providers with limited English proficiency and persons with disabilities (98.16(dd)).

- All potential child care providers are welcome. Subsidy Program recruitment materials are available to all child care providers and, as a state program, there is a non-discrimination policy; however, providers must meet minimum standards and program criteria.
- The Lead Agency provides a public website and child care microsite which includes the capability to translate information contained on the Child Care Provider Resources web pages into 103 languages.

- 6.2.4 If the Lead Agency provides information or services to providers in other non-English languages, please identify the three primary languages offered or specify that the State has the ability to have translation/interpretation in primary and secondary languages.
- **The Lead Agency and local departments of social services contract for language interpretation and translation services for over 150 languages. This can include telephone interpretation, emergency interpretation, on-site interpretation, and document translation.**
 - **A number of materials are available in English and Spanish.**
 - **The Lead Agency's websites can be translated into 103 languages.**
 - **Many local departments of social services have bi-lingual staff that assist with a provider's language needs.**
- 6.2.5 Describe how the state/territory's training and professional development requirements are appropriate, to the extent practicable, for child care providers who care for children receiving child care subsidies, including children of different age groups (such as specialized credentials for providers who care for infants and/or school-age children); English-language learners; children with developmental delays and disabilities; and Native Americans, including Indians and Native Hawaiians (98.44(b)(2)(iii–iv)).
- **Subsidy Program training and PD requirements are appropriate because they contain both set requirements and also allow the provider choices for selecting other PD/training most relevant to them and the children they serve.**
 - **Set requirements include the "Virginia Preservice Training for Child Care Staff" course (providers must take this once), the annual "Virginia Health and Safety Update Training for Child Care Staff" course (beginning in 2018), CPR certification appropriate to the age of children in care, and first aid certification.**
 - **The 10-hour, online "Virginia Preservice Training for Child Care Staff" course is required for all child care staff who work directly with children in a program that receives state child care subsidy funds. This course covers the required health and safety topics, caring for children with special needs/inclusion, oral health, child development (cognitive, physical, social, and emotional development), recognition and reporting of child abuse and neglect, and brief overview of the Subsidy Program. CPR and First Aid are separate requirements from pre-service training.**
 - **Additional annual training is required to help providers stay updated on child development, health and safety, and other childcare content. This information helps prepare the provider to respond positively to the children in their care, meet the children's emotional needs, create a warm and nurturing environment, and allow the best learning to occur that will lead to kindergarten readiness and school success.**
 - **The Division of Licensing – Children's Programs offers regular training on health and safety topics for licensed child care providers at regional meetings twice each year. Training topics are based on national and regional trends in child care best practices. The provision of this training in various regions allows the opportunity to address unique regional needs.**

- Providers are required to participate in 16 hours of training annually related to child development, health and safety, and other child care content. Some of the set requirements can count toward the 16 hours. This requirement can be met through a variety of options including the courses mentioned above, as well as:
 - Online Endorsement courses offered by VDSS through the Community College Workforce Alliance;
 - The Read-A-Book program;
 - College courses;
 - Virginia Quality (QRIS) program;
 - The Infant and Toddler Specialist Network;
 - Virginia Partnership for Out-of-School Time Conferences; and
 - Other professional conferences.
 - The Division of Licensing - Children's Programs provides several qualification options for directors, lead teachers and other staff. These qualification requirements support the need for basic knowledge and skills in child development for relevant age groups, working with children who have special needs/disabilities, English language learners, health and safety, child care administration, and other relevant topics.
- 6.2.6 The Lead Agency must provide training and technical assistance to providers and appropriate Lead Agency (or designated entity) staff on identifying and serving homeless children and families (658E(c)(3)(B)(i)).
- a) Describe the state/territory's training and TA efforts for providers in identifying and serving homeless children and their families (relates to question 3.2.2).
 - **VDSS offered a webinar on homelessness characteristics and resources available for child care providers in the state. This webinar was recorded and is available on the public website.**
 - **Future webinars may be offered through our partnership with Project HOPE, an initiative of the Virginia Department of Education housed at the College of William and Mary.**
 - b) Describe the state/territory's training and TA efforts for Lead Agency (or designated entity) staff in identifying and serving homeless children and their families (connects to question 3.2.2).
 - **Lead Agency staff maintains an online shared file of homelessness resources that staff members are encouraged to consult in the pursuit of their planning and day-to-day work. Resources such as "Supporting Children and Families Experiencing Homelessness: CCDF State Guide," "Supporting Children and Families Experiencing Homelessness: CCDF State Self-Assessment," and "Self-Assessment Tool for Early Childhood Programs Serving Families Experiencing Homelessness" are available in the file.**
 - **A VDSS webinar on homelessness characteristics and resources available to child care providers is available on the VDSS public website and can be viewed by Lead Agency staff.**

6.2.7 The states and territories are required to describe effective internal controls that are in place to ensure program integrity and accountability (98.68(a)). Describe how the state/territory ensures that all providers for children receiving CCDF funds are informed and trained regarding CCDF requirements and integrity (98.68(a)(3)). Check all that apply.

- ☒ Issue policy change notices
- ☒ Issue new policy manual
- ☒ Staff training
- ☒ Orientations
- ☒ Onsite training
- ☒ Online training
- ☒ Regular check-ins to monitor the implementation of CCDF policies
- ☒ The type of check-ins, including the frequency. Describe:
 - **Child care providers must sign an agreement that outlines program, reporting, documentation, and inspection requirements.**
 - **Monthly orientations to the Child Care Subsidy Program are conducted by Child Care Aware of Virginia via a contract with the Lead Agency.**
 - **The Lead Agency initiated in March 2018 new training programs that address Subsidy health and safety standards and requirements. Training handouts include numerous recommended templates and forms that providers can utilize. These training programs will be offered monthly or as requested.**
 - **Lead Agency inspectors assess provider compliance with requirements and provide technical assistance to correct deficiencies. Providers develop plans of correction to address deficiencies. Licensed providers are inspected twice per year; unlicensed providers are inspected once per year.**
- ☐ Other. Describe:

6.2.8 Lead Agencies must develop and implement strategies to strengthen the business practices of child care providers to expand the supply and to improve the quality of child care services (98.16 (z)). Describe the state/territory's strategies to strengthen provider's business practices, which can include training and/or TA efforts.

- a) Identify the strategies that the state/territory is developing and implementing for training and TA.
- **The Lead Agency supports efforts of Child Care Aware of Virginia to hold a child care business summit annually. The business summit covers topics such as marketing, business management, curricula, human resource issues, budgeting, shared services, business growth, etc. Lead agency staff typically participates in the delivery of summit programs.**
 - **VDSS is developing a shared services network for family day homes in three underserved areas of the state: Piedmont, Western, and Eastern. The network will provide business assistance, marketing assistance, connection to available professional development and training, and other supports.**
 - **Child Care Aware of Virginia provides technical assistance to child care providers on programming, setting, basic marketing, business support, etc.**

- **Virginia Quality and the Infant and Toddler Specialist Network provide business practices support, as needed.**

b) Check the topics addressed in the state/territory's strategies. Check all that apply.

- ☒ Fiscal management
- ☒ Budgeting
- ☒ Recordkeeping
- ☒ Hiring, developing, and retaining qualified staff
- ☐ Risk management
- ☒ Community relationships
- ☒ Marketing and public relations
- ☒ Parent-provider communications, including who delivers the training, education, and/or technical assistance
- ☐ Other. Describe:

6.3 Early Learning and Developmental Guidelines

6.3.1 States and territories are required to develop, maintain, or implement early learning and developmental guidelines that are appropriate for children in a forward progression from birth to kindergarten entry (i.e., birth-to-three, three-to-five, birth-to-five), describing what children should know and be able to do and covering the essential domains of early childhood development. These early learning and developmental guidelines are to be used statewide and territory-wide by child care providers and in the development and implementation of training and professional development (658E(c)(2)(T)). The required essential domains for these guidelines are cognition, including language arts and mathematics; social, emotional, and physical development; and approaches toward learning (98.15(a)(9)). At the option of the state/territory, early learning and developmental guidelines for out-of-school time may be developed. *Note:* States and territories may use the quality set-aside, discussed in section 7, to improve on the development or implementation of early learning and developmental guidelines.

- a) Describe how the state/territory's early learning and developmental guidelines are research-based, developmentally appropriate, culturally and linguistically appropriate, and aligned with kindergarten entry.
- **Virginia's early learning and developmental guidelines, *Milestones of Child Development*, reflect current research that shows a child's need for positive, responsive relationships with adults who use effective strategies to stimulate language development and boost self-regulation.**
 - **A team of state and higher education early childhood education partners developed the original early learning guidelines in collaboration with external early childhood research consultants. Critical reviews were conducted by numerous early childhood professionals and experts who provided feedback and recommendations based on best practices and research in the field.**
 - **The *Milestones of Child Development* are arranged along a continuum of development, a predictable but flexible progression of accomplishments**

sequenced in the order in which, according to research, they emerge for most children. The domains include:

- Social and emotional development,
 - Approaches to learning,
 - Language and learning,
 - Cognition and general knowledge,
 - Fine arts, and
 - Physical development and health.
 - Each domain is broken down into strands and indicators with examples of observable behaviors and strategies for the teachers in order to facilitate development of the child in the different areas. These domains, strands, indicators, and observable behaviors were selected based on research and general knowledge to be developmentally appropriate, culturally and linguistically appropriate, and aligned with kindergarten entry.
 - Key research documents were used to develop the *Milestones* and the extensive list is included in the “References” section of the *Milestones of Child Development*.
- b) Describe how the state/territory’s early learning and developmental guidelines are appropriate for all children from birth to kindergarten entry.
- The *Milestones of Child Development* show an age continuum of observable behaviors of children from birth through age five. Expectations are flexible and open based on the child’s abilities, exposure to the world of learning, and social-emotional background.
 - The “Guiding Principles” section emphasizes that “Every child develops at an individual rate, possesses unique characteristics, and exhibits an array of talents and interests regardless of family background, culture, special need, experience, or ability.” This includes all children of all abilities.
 - The “Guiding Principles” also explains that “All children are capable and competent learners, and they learn best when they are included with their peers.”
- c) Check the domain areas included in the state/territory’s early learning and developmental guidelines. Check all that apply.
- Cognition, including language arts and mathematics
 - Social development
 - Emotional development
 - Physical development
 - Approaches toward learning
 - Other. Describe: **Virginia also includes Fine Arts, which encompasses dance, music, theater arts, and visual arts.**
- d) Describe how the state/territory’s early learning and developmental guidelines are implemented in consultation with the educational agency and the State Advisory Council or other state or state-designated cross-agency body if there is no SAC.

- A prior Early Childhood Advisory Council (ECAC) came into existence after the original *Milestones* were developed, and subsequently sanctioned its use among early care and education programs statewide.
 - Currently, there is no identified ECAC; however, the legislated School Readiness Committee meets the partial purpose of the ECAC in many ways and is aware of and supports the *Milestones of Child Development*.
- e) Describe how the state/territory's early learning and developmental guidelines are updated and include the date first issued and/or the frequency of updates.
- The *Milestones of Child Development* were initially published in 2008, after a nearly two-year development period.
 - The *Milestones of Child Development* were revised in August 2013; the process taking place over one year and involving nearly 40 independent reviewers and contributors. Seven focus groups were conducted that involved more than 100 parents, teachers, directors, child care resources and referral agency staff, and other interested partners.
 - Every five – ten years, approximately, Virginia's *Milestones* will be revised.
- f) Provide the Web link to the state/territory's early learning and developmental guidelines.

http://www.dss.virginia.gov/files/division/cc/provider_training_development/intro_page/publications/milestones/milestones_one_document/Milestones_Revised.pdf

6.3.2 CCDF funds cannot be used to develop or implement an assessment for children that:

- Will be the primary or sole basis to determine a child care provider ineligible to participate in the CCDF,
- Will be used as the primary or sole basis to provide a reward or sanction for an individual provider,
- Will be used as the primary or sole method for assessing program effectiveness,
- Will be used to deny children eligibility to participate in the CCDF (658E(c)(2)(T)(ii)(I); 98.15(a)(2)).

Describe how the state/territory's early learning and developmental guidelines are used.

- Virginia's *Milestones of Child Development* are used universally by child care programs, Department of Education's Virginia Preschool Initiative for high-risk 4-year-olds, and the Head Start and Early Head Start programs. This document serves as the basis for curricula programming and workforce training.
- All state-supported early care and education training for providers who work with children ages birth to age 5 reference the *Milestones of Child Development* and explain that the expectation is to use the document to help providers plan their lessons for the children. The *Milestones* are available to all on the internet.
- The Virginia Community College System (23 colleges on 40 campuses) was given permission to reprint the *Milestones of Child Development* for their students. Students are required to use the *Milestones* for various projects within the early care and education course structure offered.

6.3.3 If quality funds are used to develop, maintain, or implement early learning guidelines, describe the measurable indicators that will be used to evaluate the state/territory's progress in improving the quality of child care programs and services and the data on the extent to which the state/territory has met these measures (98.53(f)(3)).

- **Virginia's *Milestones of Child Development* are used by all of our programs and contractors, including:**
 - The Infant and Toddler Specialist Network,
 - Virginia Quality (Virginia's QRIS for programs serving children birth through five),
 - Child Care Aware of Virginia,
 - VDSS Endorsement Programs,
 - Read-A-book Program,
 - Virginia Child Care Provider Scholarship Program,
 - Virginia Partnership for Out-of-School Time, and
 - Virginia Cross-Sector Professional Development Leadership Team.
- **A number of measurable indicators are used through these programs including, but not limited to:**
 - Environment rating scale scores (ITERS, ECERS, SACCERS, FCCERS);
 - CLASS interaction measurement scores;
 - Knowledge and transfer of learning assessments;
 - Qualitative assessments completed through observation; and
 - Other related quantitative data, such as participation numbers and completion rates collected from providers, programs and the community that, when combined, provide a picture of the quality landscape for early care and education in the community.
- **School-age program best practices are used to help evaluate out-of-school time child care programs through self-assessment and peer review.**
- **These data may be linked to child data from the Subsidy program in order to ensure that eligible families are receiving quality child care.**
- **Each year, the Lead Agency reviews these data to measure 1) the progression of quality through the level of improvement and 2) the increase in program participation in Virginia Quality and the Infant and Toddler Specialist Network.**
- **The IMPACT professional development registry captures trainer qualifications, as well as the training and formal education of child care practitioners. While this tool is voluntary, a study of this workforce data will be an indicator of the knowledge and skill level achieved by the workforce.**

7 Support Continuous Quality Improvement

Lead Agencies are required to reserve and use a portion of their Child Care and Development Fund program expenditures for activities designed to improve the quality of child care services and to increase parental options for and access to high-quality child care (98.53). The quality activities should be aligned with a statewide or territory-wide assessment of the state's or territory's need to carry out such services and care.

States and territories are required to report on these quality improvement investments through CCDF in three ways:

1. In the Plan, states and territories will describe the types of activities supported by quality investments over the 3-year period (658G(b); 98.16(j)).
2. ACF will collect annual data on how much CCDF funding is spent on quality activities using the expenditure report (ACF-696). This report will be used to determine compliance with the required quality and infant and toddler spending requirements (658G(d)(1); 98.53(f)).
3. For each year of the Plan period, states and territories will submit a separate annual Quality Progress Report that will include a description of activities to be funded by quality expenditures and the measures used by the state/territory to evaluate its progress in improving the quality of child care programs and services within the state/territory (658G(d); 98.53(f)).

States and territories must fund efforts in at least one of the following 10 activities:

- Supporting the training and professional development of the child care workforce
- Improving on the development or implementation of early learning and developmental guidelines
- Developing, implementing, or enhancing a tiered quality rating and improvement system for child care providers and services
- Improving the supply and quality of child care programs and services for infants and toddlers
- Establishing or expanding a statewide system of child care resource and referral services
- Supporting compliance with state/territory requirements for licensing, inspection, monitoring, training, and health and safety (as described in section 5)
- Evaluating the quality of child care programs in the state/territory, including evaluating how programs positively impact children
- Supporting providers in the voluntary pursuit of accreditation
- Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- Performing other activities to improve the quality of child care services, as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten entry are possible.

Throughout this Plan, states and territories will describe the types of quality improvement activities where CCDF investments are being made, including but not limited to, quality set-aside funds and will describe the measurable indicators of progress used to evaluate state/territory progress in improving the quality of child care services for each expenditure (98.53(f)).

This section covers the quality activities needs assessment and quality improvement activities and indicators of progress for each of the activities undertaken in the state or territory.

7.1 Quality Activities Needs Assessment for Child Care Services

7.1.1 Lead Agencies must invest in quality activities based on an assessment of the state/territory's needs to carry out those activities. Lead Agencies have the flexibility to design an assessment of their quality activities that best meet their needs, including how often they do the assessment. Describe your state/territory assessment process, including the frequency of assessment (658G(a)(1); 98.53(a)).

- **The Lead Agency uses numerous strategies and sources of information to assess the state's needs to carry out quality activities. Some activities are conducted on a routine basis, while others are periodically conducted.**
- **For example, because Virginia's QRIS program is voluntary, the program monitors and examines participation rates and provider progression through the system levels for each region and statewide on a quarterly basis. These results indicate where targeted efforts are needed.**

Two recent examples of periodic assessments are provided below; the first conducted by the Lead Agency, the second by an external partner.

Lead Agency Needs Assessment:

Report of Child Care Underserved Areas Workgroup April 2017, by VDSS Division of Child Care and Early Childhood Development.

Purpose: Up-to-date assessment of the current state of child care needs among localities and target populations:

- **Children in underserved areas;**
- **Infants and toddlers;**
- **Children with disabilities; and**
- **Children in need of care during nontraditional hours.**

Desired outcomes:

- **Evaluate and quantify the child care needs of these specific populations in Virginia.**
- **Identify strategies to increase the supply and quality of child care for these populations.**
- **Share ideas and form collaborations to implement these strategies.**

Workgroup Composition – representatives from:

- **Child care licensing**
- **Community action agencies and early childhood coalitions**
- **Child Care Aware of Virginia (CCA-VA) and Child Care Aware of America's Virginia Military Liaison**
- **Higher education**
- **Parent groups**
- **Head Start**
- **State and local departments of social services**

The Process:

- The workgroup met multiple times in 2016. To allow for more in-depth exploration of each focus area, the larger group divided into the following groups:
 - Underserved Areas,
 - Infants and Toddler,
 - Care during Non-Traditional Hours, and
 - Children with Special Needs.
- These sub-groups reviewed:
 - Maps of supply and demand by type and quality indicator
 - Survey of military families
 - Survey of providers serving infants and toddlers
 - Survey of providers serving children with special needs
 - Review of data from other studies and states
- For each focus area, a summary was provided noting:
 - Findings
 - Recommendations
 - Implementation Ideas
 - Pros/Cons/Estimated Cost

Link to the report: <http://childcareva.com/> in the Community section and www.dss.virginia.gov/cc/downloads/Final%20CC%20Underserved%20Areas%20Workgroup%20Report.pdf

External Partner Needs Assessment:
The Commonwealth's Brain Builders: Virginia Early Childhood Workforce Survey - 2017 by The Virginia Early Childhood Foundation:

Requested by:

The Virginia School Readiness Committee (Lead Agency staff are members)

Purpose:

To establish a base line to provide information about Virginia's early childhood professionals and professional settings

Process:

The Virginia Early Childhood Foundation, in collaboration with the Virginia Community College System, conducted a survey of early education program administrators and teachers across the Commonwealth.

Focus areas of the survey:

- Program administrator and teacher qualifications;
- Wages and benefits;
- Professional development; and
- Staff turnover and retention.

Link to report at Virginia Early Childhood Foundation listed under "Focus on Quality": <http://www.vecf.org/reports-and-tools/>

- 7.1.2 Describe the findings of the assessment and if any overarching goals for quality improvement were identified.

- **Overarching goals for quality improvement include:**
 - Increasing the number and percent of children in licensed and quality rated care,
 - Increasing the number of CCDF providers that participate in the QRIS,
 - Addressing areas of the State that lack high quality care, and
 - Furthering the development of standards and systems for professional development of the child care workforce.
- **The goals relate to Lead Agency and State priorities that have been developed by both the agency and other external partners.**

7.2 Use of Quality Funds

7.2.1 Check the quality improvement activities in which the state/territory is investing.

- Supporting the training and professional development of the child care workforce
If checked, respond to section 7.3 and indicate which funds will be used for this activity. Check all that apply.
 - CCDF funds
 - ☐ Other funds
- Developing, maintaining, or implementing early learning and developmental guidelines. If checked, respond to section 6.3 and indicate which funds will be used for this activity. Check all that apply.
 - CCDF funds
 - ☐ Other funds
- Developing, implementing, or enhancing a tiered quality rating and improvement system. If checked, respond to 7.4 and indicate which funds will be used for this activity. Check all that apply.
 - CCDF funds
 - ☐ Other funds
- Improving the supply and quality of child care services for infants and toddlers. If checked, respond to 7.5 and indicate which funds will be used for this activity. Check all that apply.
 - CCDF funds
 - ☐ Other funds
- ☐ Establishing or expanding a statewide system of CCR&R services, as discussed in 1.7. If checked, respond to 7.6 and indicate which funds will be used for this activity. Check all that apply.
 - ☐ CCDF funds
 - ☐ Other funds
- Facilitating compliance with state/territory requirements for inspection, monitoring, training, and health and safety standards (as described in section 5). If checked, respond to 7.7 and indicate which funds will be used for this activity. Check all that apply.

- CCDF funds
 - Other funds
- Evaluating and assessing the quality and effectiveness of child care services within the state/territory. If checked, respond to 7.8 and indicate which funds will be used for this activity. Check all that apply.
 - CCDF funds
 - Other funds
- Supporting accreditation. If checked, respond to 7.9 and indicate which funds will be used for this activity. Check all that apply.
 - CCDF funds
 - Other funds
- Supporting state/territory or local efforts to develop high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development. If checked, respond to 7.10 and indicate which funds will be used for this activity. Check all that apply.
 - CCDF funds
 - Other funds
- Other activities determined by the state/territory to improve the quality of child care services and which measurement of outcomes related to improved provider preparedness, child safety, child well-being, or kindergarten entry is possible. If checked, respond to 7.11 and indicate which funds will be used for this activity. Check all that apply.
 - CCDF funds
 - Other funds

7.3 Supporting Training and Professional Development of the Child Care Workforce with CCDF Quality Funds

Lead Agencies can invest in the training, professional development, and post-secondary education of the child care workforce as part of a progression of professional development activities, such as those included at 98.44 in addition to the following (98.53(a)(1)).

- 7.3.1 Describe how the state/territory funds the training and professional development of the child care workforce.
- a) Check and describe which content is included in training and professional development activities and describe who or how an entity is funded to address this topic. Check all that apply.
 - Promoting the social, emotional, physical, and cognitive development of children, including those efforts related to nutrition and physical activity, using scientifically based, developmentally appropriate, and age-appropriate strategies. Describe:
 - **Fifty-four stackable Endorsement courses are offered online, with classroom versions available for approved trainers, through a contract with the**

Community College Workforce Alliance. These evidence-based courses include all developmental domains listed with evidence-based and developmentally-appropriate content. They are paid for with CCDF funds and practitioner payments.

- The Lead Agency offers a 10-hour, online preservice course that is required for practitioners working in programs receiving state child care subsidy funds, and all licensed and regulated child care programs. Content is developmentally appropriate, evidence-based, and uses age-appropriate strategies. The course covers topics on health and safety information and child development (cognitive, social, emotional, and physical). This course is funded with CCDF funds in a contract with Pennsylvania State University's Better Kid Care Program.
 - The Virginia Child Care Provider Scholarship Program pays tuition and technology fees for eligible practitioners to take undergraduate courses leading to a certificate or degree in early childhood or school-age care. Courses are standardized at the 23 community colleges, promoting effective evidence-based, age-appropriate strategies, and cover all topics listed above. This program is state-appropriated with federal CCDF funds.
 - Child Care Aware of Virginia administers the Read-A-Book program where practitioners may read professional books and complete a graded assignment. Books include topics about brain development, play, and language/literacy, among other things. The information is evidence-based and developmentally appropriate. CCDF funds pay for this contract.
 - The Infant and Toddler Specialist Network offers training and coaching on domain topics for infant and toddler practitioners through a series of courses and Institutes offered annually. These courses are geared toward practitioners serving infants and toddlers, are evidence-based, and are paid for with Quality CCDF funds targeted for the Infant and Toddler set-aside.
 - Virginia Quality (QRIS) offers training and coaching for practitioners serving children from birth through age 5. Training on the developmental domains is included and addresses age-appropriate strategies and evidence-based practices. CCDF funds pay for this training.
 - The Virginia Partnership for Out-of-School Time (VPOST) provides an annual conference day each year for out-of-school time practitioners, including before- and after-school child care practitioners. The workshop sessions include social, emotional, physical (nutrition), and cognitive development of school-age youth. The MOTT Foundation and VDOE fund this event annually.
 - A new training module in physical activity and nutrition has been developed and began to be offered in spring 2018 through a contract with PSU's Better Kid Care Program.
- Implementing behavior management strategies, including positive behavior interventions and support models that promote positive social-emotional

development and early childhood mental health and that reduce challenging behaviors, including a reduction in expulsions of preschool-age children from birth to age 5 for such behaviors. (See also section 2.5.) Describe:

- **The Infant and Toddler Specialist Network offers training to practitioners on CSEFEL social-emotional development to help reduce challenging behaviors in infants and toddlers. This training is paid for with Quality CCDF funds targeted for the Infant and Toddler set-aside.**
 - **Through Child Care Aware of Virginia, the Read-A-Book Program offers professional level books on discipline management and positive interactions that practitioners may read for training credit. An assessment project is required. All funding is provided through the CCDF state grant.**
 - **The Lead Agency teamed up with the Virginia Department of Education (VDOE) to lead additional early care and education partners in developing recommendations on preventing suspensions and expulsions. Staff from the Lead Agency and VDOE presented a session on this topic at the annual Virginia Children's Mental Health Symposium in 2018. Funds were provided by VDOE.**
 - **Virginia Quality (QRIS) offers training and coaching for practitioners serving children from birth through age 5. Training on positive behavior management strategies is included. CCDF funds pay for this training.**
 - **The Virginia Partnership for Out-of-School Time (VPOST) provides an annual conference day each year for out-of-school time practitioners, including before- and after-school child care practitioners. The workshop sessions include positive behavior management. The MOTT Foundation and VDOE fund this event annually.**
- **Engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children's positive development. Describe:**
- **Fifty-four stackable Endorsement courses are offered online, with classroom versions available for approved trainers, through a contract with the Community College Workforce Alliance. These evidence-based courses include strategies to engage parents in culturally and linguistically-appropriate ways. Courses are paid for with CCDF funds and practitioner payments.**
 - **The Virginia Child Care Provider Scholarship Program pays tuition and technology fees for eligible practitioners to take undergraduate courses leading to a certificate or degree in early childhood or school-age care. Courses are standardized at the 23 community colleges, promoting effective evidence-based age-appropriate strategies, and cover all topics listed above. This program is state-appropriated with federal CCDF funds.**
 - **The Infant and Toddler Specialist Network offers training and coaching that integrates these topics for infant and toddler practitioners through a series of courses and Institutes offered annually. Specifically, there is a computer-**

based training module that addresses this topic. This evidence-based course is geared toward practitioners serving infants and toddlers and is paid for with Quality CCDF funds targeted for the Infant and Toddler set-aside.

- Virginia Quality (QRIS) offers training and coaching for practitioners serving children from birth through age 5. Training on effective family engagement and cultural awareness is included. CCDF funds pay for this training.
 - The Virginia Partnership for Out-of-School Time (VPOST) provides an annual conference day each year for out-of-school time practitioners, including before- and after-school child care practitioners. The conference sessions include family engagement and cultural awareness. The MOTT Foundation and VDOE fund this event annually.
- Implementing developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula and designing learning environments that are aligned with state/territory early learning and developmental standards. Describe:
- The Lead Agency requires that all professional development efforts are aligned with Virginia's *Milestones of Child Development and Competencies for Early Childhood Professionals*.
 - Child care courses offered through the Community College Workforce Alliance, Virginia Child Care Provider Scholarship Program, Infant and Toddler Specialist Network, and Virginia Quality include information on how to implement developmentally-appropriate, evidence-based curricula, and culturally- and linguistically-responsive instruction.
 - Coaches, mentors and technical assistance consultants through ITSN, VQ and CCA-VA assist providers with designing their learning environments according to state Licensing standards, evidence-based practice, and Virginia's *Milestones of Child Development*.
 - The Virginia Partnership for Out-of-School Time (VPOST) provides an annual conference day each year for out-of-school time practitioners, including before- and after-school child care practitioners. Topics may include any of these topics listed.
- Providing onsite or accessible comprehensive services for children and developing community partnerships that promote families' access to services that support their children's learning and development. Describe: N/A
- Using data to guide program evaluation to ensure continuous improvement. Describe:
- Training on the use of data to guide program evaluation is provided through Child Care Aware of Virginia's annual business summit, technical assistance from the Infant and Toddler Specialist Network, and technical assistance from Virginia Quality.**
- Caring for children of families in geographic areas with significant concentrations of poverty and unemployment. Describe:

The Lead Agency plans to conduct a second webinar on serving families who may be experiencing homelessness. This training is funded through CCDF.

- Caring for and supporting the development of children with disabilities and developmental delays. Describe:
 - **The Infant and Toddler Specialist Network provides training on inclusion that includes supporting children with disabilities and developmental delays.**
 - **The Virginia Cross-Sector Professional Development (VCPD) Team provides training links on their website, www.VCPD.org, about how to care for and support the development of children with disabilities. There are many online training opportunities including websites for the Infant and Toddler Connection, and the Virginia Department of Education - Early Childhood Special Education. VCPD is funded partially by the Lead Agency and mostly by VDOE.**
- Supporting the positive development of school-age children. Describe:

The Virginia Partnership for Out-of-School Time (VPOST) provides training at their annual Conference on how to support the development of school-age children. They are funded by the MOTT Foundation and VDOE.
- ☐ Other. Describe: N/A

b) Check how the state/territory connects child care providers with available federal and state/territory financial aid or other resources to pursue post-secondary education relevant for the early childhood and school-age workforce. Check all that apply.

- Coaches, mentors, consultants, or other specialists available to support access to post-secondary training, including financial aid and academic counseling
- Statewide or territory-wide, coordinated, and easily accessible clearinghouse (i.e., an online calendar, a listing of opportunities) of relevant post-secondary education opportunities
- Financial awards, such as scholarships, grants, loans, or reimbursement for expenses, from the state/territory to complete post-secondary education
- ☐ Other. Describe:

7.3.2 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

- **Numerous program-specific measures and indicators are utilized to assess progress, as well as higher-level measures and indicators.**
- **The Lead Agency includes performance measures for any contract that it has in order to measure the progress made and to identify trends that need to be addressed.**
- **The ITSN conducts satisfaction surveys and pre- and post-tests for participants to measure the transfer of learning and overall satisfaction of each course. They also**

capture qualitative data in the form of provider feedback, as well as before and after photos.

- Virginia Quality captures technical assistance assessment data, feedback and provides a survey to the regional coordinators. With the results, VQ evaluates their program for improvement.
- Improving the training and technical assistance will improve child care programs through individual practitioner implementation.
- Pre- and post-test scores are an indicator of the transfer of knowledge that took place during training.
- Hands-on implementation projects demonstrate the level of mastery of the content, as well as the level to which the practitioner can transform theory into practice.
- Technical assistance providers (CCA-VA, ITSN, and VQ) gather qualitative data from their observations and analysis of performance. This information is then directly used with the practitioners to improve performance and increase quality.
- Higher-level indicators include such items as:
 - Percent of children receiving Child Care Subsidy who are cared for in licensed settings (92% as of February 2018 – data is extracted from the child care case management system); and
 - Percent of early care and education programs that participate in Virginia’s voluntary child care and early education quality rating and improvement system (20% as of March 2018 – data is extracted from Virginia Quality system).
- In 2018-2019, the Lead Agency in cooperation with a higher education institution will further develop the Virginia Kindergarten Readiness Program to use in assessing four year olds’ kindergarten readiness.

7.4 Quality Rating and Improvement System

Lead Agencies may respond in this section based on other systems of quality improvement, even if not called a QRIS, as long as the other quality improvement system contains the elements of a QRIS.

7.4.1 Does your state/territory have a quality rating and improvement system?

- Yes, the state/territory has a QRIS operating statewide or territory-wide. Describe how the QRIS is administered (e.g., statewide or locally or through CCR&R entities) and any partners and provide a link, if available.

The QRIS is administered through a public-private partnership between the Virginia Department of Social Services and the Virginia Early Childhood Foundation, working with eight contracted organizations that provide hands-on assistance in eight regions throughout the State. Link: <https://virginiaquality.com/>

- ☐ Yes, the state/territory has a QRIS initiative operating as a pilot-test in a few localities or only a few levels but does not have a fully operating initiative on a statewide or territory-wide basis. Provide a link, if available.
- ☐ If Yes, describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of

child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

- ☐ No, but the state/territory is in the QRIS development phase.
- ☐ No, the state/territory has no plans for QRIS development.

7.4.2 QRIS participation.

a) Are providers required to participate in the QRIS?

- ☒ Participation is voluntary.
- ☐ Participation is mandatory for providers serving children receiving a subsidy. If checked, describe the relationship between QRIS participation and subsidy (e.g., minimum rating required, reimbursed at higher rates for achieving higher ratings, participation at any level).
- ☐ Participation is required for all providers.

b) Which types of settings or distinctive approaches to early childhood education and care participate in the state/territory's QRIS? Check all that apply.

- ☒ Licensed child care centers
- ☒ Licensed family child care homes
- ☒ License-exempt providers
- ☒ Early Head Start programs
- ☒ Head Start programs
- ☒ State prekindergarten or preschool programs
- ☐ Local district-supported prekindergarten programs
- ☒ Programs serving infants and toddlers
- ☐ Programs serving school-age children
- ☒ Faith-based settings
- ☐ Tribally operated programs
- ☒ Other. Describe: **Programs serving military families**

7.4.3 Support and assess the quality of child care providers.

The Lead Agency may invest in the development, implementation, or enhancement of a tiered quality rating and improvement system for child care providers and services. *Note:* If a Lead Agency decides to invest CCDF quality dollars in a QRIS, that agency can use the funding to assist in meeting consumer education requirements (98.33). If the Lead Agency has a QRIS, respond to questions 7.4.3 through 7.4.7.

Do the state/territory's quality improvement standards align with or have reciprocity with any of the following standards?

- ☐ No.
- ☒ Yes. If yes, check the type of alignment, if any, between the state/territory's quality standards and other standards. Check all that apply.

- Programs that meet state/territory preK standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, there is a reciprocal agreement between preK programs and the quality improvement system).
- Programs that meet federal Head Start Program Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start programs and the quality improvement system).
- Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, an alternative pathway exists to meeting the standards).

Note: Only those with a VA QRIS approved crosswalk agreement in place:

- **AdvancED**
- **National Accreditation Commission for Early Care and Education Programs (NAC)**
- **National Association for the Education of Young Children (NAEYC)**

- ☐ Other. Describe:
- ☐ None.

7.4.4 Do the state/territory's quality standards build on its licensing requirements and other regulatory requirements?

- ☐ No.
- Yes. If yes, check any links between the state/territory's quality standards and licensing requirements.
- Requires that a provider meet basic licensing requirements to qualify for the base level of the QRIS.
 - ☐ Embeds licensing into the QRIS.
 - ☐ State/territory license is a "rated" license.
 - Other. Describe:

State pre-kindergarten or preschool programs are regulated by Department of Education and must meet the DOE standards/requirements that align with the Virginia Quality QRIS.

- ☐ Not linked.

7.4.5 Does the state/territory provide financial incentives and other supports designed to expand the full diversity of child care options and help child care providers improve the quality of services that are provided through the QRIS.

- ☐ No.
- Yes. If yes, check all that apply.
- ☐ One time grants, awards, or bonuses
 - ☐ Ongoing or periodic quality stipends

- ☐ Higher subsidy payments
- ☒ Training or technical assistance related to QRIS
- ☒ Coaching/mentoring
- ☒ Scholarships, bonuses, or increased compensation for degrees/certificates
- ☒ Materials and supplies
- ☐ Priority access for other grants or programs
- ☐ Tax credits (providers or parents)
- ☐ Payment of fees (e.g., licensing, accreditation)
- ☐ Other:
- ☐ None

7.4.6 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

- **QRIS Standards for Child Care and Preschool Programs are used to measure progress in improving the quality of care at programs participating in the State quality rating and improvement system.**
- **The quality standards are:**
 - **Basic Health & Safety (compliance with regulating authority)**
 - **Education & Qualifications (assessed by documentation)**
 - **Curriculum and Assessment (assessed by documentation & observation)**
 - **Interactions and Learning Environment (assessed by observation)**

7.5 Improving the Supply and Quality of Child Care Programs and Services for Infants and Toddlers

Lead Agencies are encouraged to use the needs assessment to systematically review and improve the overall quality of care that infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers, the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

Lead Agencies are required to spend 3 percent of their total CCDF expenditures on activities to improve the supply and quality of their infant and toddler care.

7.5.1 What activities are being implemented by the state/territory to improve the supply (see also section 4) and quality of child care programs and services for infants and toddlers? Check all that apply and describe.

- ☐ Establishing or expanding high-quality community- or neighborhood-based family and child development centers. These centers can serve as resources to child care providers to improve the quality of early childhood services for infants and toddlers from low-income families and to improve eligible child care providers' capacity to

offer high-quality, age-appropriate care to infants and toddlers from low-income families. Describe:

- Establishing or expanding the operation of community- or neighborhood-based family child care networks. Describe:
- Providing training and professional development to enhance child care providers' ability to provide developmentally appropriate services for infants and toddlers. Describe:

- **The Virginia Infant & Toddler Specialist Network (VITSN), operated by Child Development Resources (CDR) and sponsored by the Lead Agency, offers statewide training for infant and toddler child care providers on topics such as:**
 - the Program for Infant and Toddler Caregivers (PITC),
 - health and safety,
 - inclusion,
 - early literacy,
 - CSEFEL, and
 - program management/leadership.
- **Depending on the training, a pre- and post-knowledge measure is administered.**

- Providing coaching, mentoring, and/or technical assistance on this age group's unique needs from statewide or territory-wide networks of qualified infant-toddler specialists. Describe:

- **The Virginia Infant & Toddler Specialist Network offers on-site consultation including mentoring and support using quality improvement plans. This service is typically offered through an extended engagement with the provider. For example, Level I services for a center would involve 40 hours of on-site technical assistance over a five-month period.**
- **The program is assessed using the Infant/Toddler Environment Rating Scale Revised Edition (ITERS-R), or the Family Child Care Environment Rating Scale, Revised Edition (FCCERS-R).**
- **The goal of this statewide service for child care programs offering care to infants and toddlers is to improve the quality of care.**

- Coordinating with early intervention specialists who provide services for infants and toddlers with disabilities under Part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.). Describe:

- **The Virginia Infant & Toddler Specialist Network Leadership Council includes a representative from the Virginia Department of Behavioral Health and Developmental Services' Early Intervention Division (DBHDS - Part C of IDEA) to help ensure coordination of services.**
- **DBHDS is to develop in coordination with the Network an orientation package for child care providers/early childhood professionals to support provision of early intervention services through coaching in child care settings, including home-based child care settings.**
- **The Network provides ASQ (Ages and Stages Questionnaires) training to infant and toddler providers, which may result in referrals to Part C for assessment.**

- Developing infant and toddler components within the state/territory's QRIS, including classroom inventories and assessments. Describe:
 - **QRIS includes infant and toddler components for children ages 0 to 36 months.**
 - **Infant and toddler classes are measured for quality with document review as well as onsite observations using Infant Toddler Environmental Rating Scales, and the Infant CLASS and Toddler CLASS instruments when the program is at or working to obtain level four or five.**
 - **A quality improvement plan (QIP) is developed with guidance from a mentor.**
 - **Professional development support is provided to programs/providers and some support to purchase materials based on the goals and objectives of the QIP.**
 - **Programs serving infants and toddlers are encouraged to engage with the Virginia Infant & Toddler Specialist Network for intensive on-site coaching.**
- Developing infant and toddler components within the state/territory's child care licensing regulations. Describe:
- Developing infant and toddler components within the early learning and developmental guidelines. Describe:
 - **Virginia's *Milestones of Child Development* include child development indicators and strategies designed to support the growth and development of young children from birth to kindergarten entry.**
 - **Indicators, examples, and strategies are arranged in a gradual progression by approximate age range (i.e., birth to 18 months; 18 months to 36 months; 36 months to 48 months; 48 months to kindergarten entry).**
 - **These age ranges are intentionally broad because young children's development is highly episodic; such flexibility permits variation within developmentally appropriate ranges.**
- Improving the ability of parents to access transparent and easy-to-understand consumer information about high-quality infant and toddler care that includes information on infant and toddler language, social-emotional, and both early literacy and numeracy cognitive development. Describe:
- Carrying out other activities determined by the state/territory to improve the quality of infant and toddler care provided within the state/territory and for which there is evidence that the activities will lead to improved infant and toddler health and safety, cognitive and physical development, and/or well-being. Describe:
- Other. Describe:
 - **The Virginia Infant & Toddler Specialist Network, through infant and toddler mental health consultants, provides training and technical assistance to increase providers' and families' use of strategies and practices to promote the social emotional development of infants and toddlers.**
 - **This includes consultation to providers on challenging behaviors of individual infants and toddlers in care, which involves development of an individual plan for that infant or toddler in coordination with the child's family.**
 - **Consultants also provide training on Ages and Stages Questionnaires (ASQ).**

7.5.2 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services for infants and toddlers within the state/territory and the data on the extent to which the state or territory has met these measures.

- **The state Infant & Toddler Specialist Network (ITSN) uses improvement between “pre” and “post” (technical assistance or training) scores using the following assessment tools:**
 - **ITERS-R and/or FCCERS-R scores (research based tools that the average total score relates to positive child development);**
 - **A health and safety checklist (based on licensing staff's observation of frequent and/or critical health and safety issues);**
 - **Infant/Toddler Environmental Checklist (an early literacy checklist consisting of five areas for evaluation using a Likert scale with 1=almost none and 4=numerous); verification of achievement of program goals;**
 - **Knowledge measures;**
 - **The Pyramid Infant-Toddler Observation Scale (TPITOS) for onsite consultations for Early Childhood Mental Health;**
 - **Ages and Stages Questionnaire®, :Social-Emotional, Second Edition (ASQ:SE-2™) ASQ:SE-2 a screening tool for Social-emotional health;**
 - **The Social Emotional Assessment/Evaluation Measure (SEAM™);**
 - **Survey to programs receiving on-site technical assistance;**
 - **Satisfaction surveys after trainings; and**
 - **Questionnaires administered during on-site TA and afterward.**
- **Additional (ITSN) measurable indicators:**
 - **Qualitative documentation of outcomes achieved, and**
 - **Before and after pictures.**
- **QRIS measurable indicators:**
 - **The percentage of early care and education (ECE) programs that are participating in QRIS;**
 - **Progress of participating programs maintaining and/or moving up Levels; and**
 - **Increase in Environmental Rating Scale and Classroom Assessment Scoring System (CLASS) average scores upon renewal ratings.**

7.6 Child Care Resource and Referral

A Lead Agency may expend funds to establish or expand a statewide system of child care resource and referral services (98.53(a)(5)). It can be coordinated, to the extent determined appropriate by the Lead Agency, by a statewide public or private non-profit, community-based, or regionally based lead child care resource and referral organization (658E(c)(3)(B)(iii)). This effort may include activities done by local or regional child care and resource referral agencies, as discussed in section 1.7.

7.6.1 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

- The number of families provided with child care referrals is tracked quarterly. This information is recorded by level:
 - A standard referral includes a customized search of the provider database, based on individual needs and requests of the customer, a consumer education overview and materials, custom provider listing via email or mail, and follow-up services.
 - An enhanced referral includes provider vacancy checks to assist families struggling to find care (for example, a family receiving subsidy searching for affordable care, or a family with a child with behavior issues or special needs).
 - Internet referral searches are reported for consumers visiting the CCA-VA provider database for 24/7 access (and does not include staff searches).
 - Referral services are also made available to families at community outreach events and in-person at CCA-VA offices.
- Consumer outreach is provided and reported at three levels quarterly:
 - Coordinated public awareness and networking meetings;
 - Representation at community events; and
 - On-site Choosing Quality Child Care workshops, including one-on-one consumer education and guidance to families.
- CCR&R initiates a follow up call with 100% of referral clients one week after referral, and a follow up customer service survey at six weeks which asks:
 - Whether client would recommend CCR&R services to others;
 - Whether client's knowledge was increased as a result of the CCR&R service;
 - Whether client had a subsequent problem finding child care; and
 - Whether client is satisfied or very satisfied with quality of the care provider they chose.
- CCR&R quantifies additional client data on a quarterly basis, as follows:
 - Number of referrals and consumer education to families regarding subsidy assistance;
 - Number of unduplicated families served;
 - Number of referrals by age category;
 - Number of special needs requests; and
 - Count of child care providers within the state by care type and licensing or regulation status.

7.7 Facilitating Compliance with State Standards

- 7.7.1 What strategies does your state/territory fund with CCDF quality funds to facilitate child care providers' compliance with state/territory requirements for inspection, monitoring, training, and health and safety and with state/territory licensing standards? Describe:
- The Virginia Preservice Training for Childcare Staff course is offered at no cost to providers.
 - Childcare staff members earn a 10-hour certificate for completion of this required training.
 - The cost of fingerprint-based national background checks is covered by VDSS through 9/30/18.

- At the child care provider's request, technical assistance is provided at no charge.
- Orientation training on health and safety standards is provided by Licensing to new unlicensed child care subsidy providers. There is no charge for this training.
- Licensing provider training is offered twice each year by each field office and covers a variety of health and safety topics. There is no charge for this training.

7.7.2 Does the state/territory provide financial assistance to support child care providers in complying with minimum health and safety requirements?

☐ No.

☒ Yes. If yes, which types of providers can access this financial assistance?

- Licensed CCDF providers
- Licensed non-CCDF providers
- License-exempt CCDF providers
- ☐ Other. Describe:

7.7.3 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures. **Data not available**

7.8 Evaluating and Assessing the Quality and Effectiveness of Child Care Programs and Services

7.8.1 Describe how the state/territory measures the quality and effectiveness of child care programs and services currently being offered, including any tools used to measure child, family, teacher, classroom, or provider improvements, and how the state/territory evaluates how those tools positively impact children.

- QRIS assesses childcare programs' attainment of and maintenance of quality improvement standards beyond licensing/regulated compliance for basic health and safety.
 - QRIS Level 1 confirms that a program requesting to enroll is in good standing with a recognized regulatory authority and has completed QRIS Orientation.
 - Level 2 (Education & Qualifications) measures include completion of required online learning modules and evidence of ECE formal education attainment;
 - Level 3 (Curriculum & Assessment) uses a curriculum check list, CLASS/ERS self-study tools, and curriculum validation; and
 - Levels 4/5 use Environmental Rating Scales [ERS] and Classroom Assessment Scoring System [CLASS] observation average scores.
 - The tools have versions applicable to type of setting (Classroom Based or Family Day Home childcare) and the ages of the children.
- The Infant and Toddler Specialist Network measures quality and effectiveness of child care providers using:
 - An Infant/Toddler Environmental Checklist (an early literacy checklist consisting of five areas for evaluation using a Likert scale with 1=almost none and 4=numerous);

- Verification of achievement of program goals;
- Knowledge measures;
- Provider self-assessment;
- Before and after pictures;
- Quantitative documentation of outcomes achieved; and
- Follow-up surveys to assess provider use of acquired skills and strategies in their practice.
- The state also monitors higher-level indicators, including such items as:
 - Percent of children receiving Child Care Subsidy who are cared for in licensed settings (92% as of February 2018 – data is extracted from the child care case management system); and
 - Percent of early care and education programs that participate in Virginia’s voluntary child care and early education quality rating and improvement system (20% as of March 2018 – data is extracted from Virginia Quality system).

7.8.2 Describe the measureable indicators of progress relevant to this use of funds that the State/Territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

- The effectiveness of QRIS is measured by:
 - Number of participating programs, and
 - Number of programs that maintain or increase their assessed quality level over time.
- The effectiveness of ITSN is measured by:
 - Number of programs participating in on-site Consultations;
 - Number of providers attending training;
 - ITERS-R and FCCERS-R average scores;
 - Health and safety checklist for unlicensed programs;
 - Verification of goal attainment (from on-site TA);
 - Infant/Toddler Environmental Checklist (from 1-2-3 READ! coaching);
 - Pre- and post- knowledge measures;
 - Before and after pictures; and
 - Qualitative documentation of outcomes achieved.

7.9 Accreditation Support

- 7.9.1 Does the state/territory support child care providers in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of high quality?
- ☐ Yes, the state/territory has supports operating statewide or territory-wide. Describe the support efforts for all types of accreditation that the state/territory provides to child care centers and family child care homes to achieve accreditation.
 - ☐ Yes, the state/territory has supports operating as a pilot-test or in a few localities but not statewide or territory-wide. Describe:
 - ☐ No, but the state/territory is in the accreditation development phase.
 - ☒ No, the state/territory has no plans for accreditation development.

- 7.9.2 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures. **N/A**

7.10 Program Standards

- 7.10.1 How does the state/territory support state/territory or local efforts to develop or adopt high-quality program standards relating to:

■ Health. Describe the supports:

- The Lead Agency works with the Virginia Department of Health and serves on the Project Advisory Board for the Perinatal Infant Oral Health Quality Improvement Expansion Grant, as well as the Virginia Oral Health Coalition advisory team.
- VDSS partnered with the Virginia Oral Health Coalition to add an important oral health module to the federally-required preservice training in Virginia, "Virginia Preservice Training for Child Care Staff" course.
- The Lead Agency reaches out for consultation on training and other content to the Virginia Department of Health throughout the year, especially for the Medication Administration Training and Daily Health Observation course for child care providers.
- VDSS staff contributes to the *Rev Your Bev* ECE Campaign sponsored by Virginia Foundation for Healthy Youth. The Lead Agency helps coordinate efforts for the campaign as relevant, and helps with marketing the program and educating child care providers on the benefits of replacing sugary beverages with water.

■ Mental health. Describe the supports:

- VDSS staff co-led a team of early childhood experts with the Virginia Department of Education and Rutgers early childhood consultant, in developing a guidance document for the prevention of suspension and expulsion in early childhood programs. The Lead Agency promotes the use of the document "Best Practice Recommendations for the Prevention of Suspension and Expulsion of Young Children: Supporting Children with Challenging Behaviors in Early Childhood Settings."
- VDSS staff serves on the Early Childhood Mental Health Virginia Advisory Board (ECMHV). This team provides feedback on the direction, activities and products of ECMHV, as well as collaborates with ECMHV to align work for common goals. The Lead Agency extends the reach of ECMHV through distribution of educational information to child care providers and educators.
- Lead Agency staff present workshops at the Children's Mental Health Symposium approximately every two years.
- Social-emotional development and the CSEFEL Pyramid Model are included in the online/classroom ages and stages courses for the Infant and Toddler, Preschooler and School-age Endorsements.

■ Nutrition. Describe the supports:

- The annual health and safety update training includes an educational section on good nutrition for children with age-appropriate feeding recommendations. This training is required for all practitioners who work directly with children in programs that receive state subsidy funds, “Virginia Health and Safety Update Training.” (2018)
- Nutrition is covered in the online and classroom courses for the Early Childhood Endorsement II – Health, Safety and Nutrition.

■ Physical activity. Describe the supports:

- The annual health and safety update training includes an educational section on physical activity for children and staff wellness. This training is required for all practitioners who work directly with children in programs that receive state subsidy funds, “Virginia Health and Safety Update Training.” (2018)
- Physical activity is covered in the online and classroom courses for the Early Childhood Endorsement II – Health, Safety and Nutrition, as well as the online and classroom courses for the Infant and Toddler, Preschooler and School-age Endorsements.

■ Physical development. Describe the supports:

Physical development is covered in the online and classroom courses for the Early Childhood Endorsement II – Health, Safety and Nutrition, as well as the online and classroom courses for the Infant and Toddler, Preschooler and School-age Endorsements.

7.10.2 Describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving the quality of child care programs and services within the state/territory and the data on the extent to which the state or territory has met these measures.

- At this time, the Lead Agency is not positioned to measure quantitatively improvement in health, mental health, nutrition, physical activity, or physical development.
- Qualitative assessments in overall health, mental health, nutrition, physical activity, and physical development practices are completed through the Infant and Toddler Specialist Network, Virginia Quality, and Licensing and Subsidy inspections.

7.11 Other Quality Improvement Activities

7.11.1 List and describe any other activities that the state/territory provides to improve the quality of child care services, which may include consumer and provider education activities, and describe the measureable indicators of progress relevant to this use of funds that the state/territory will use to evaluate its progress in improving provider preparedness, child safety, child well-being, or kindergarten entry and the data on the extent to which the state or territory has met these measures. **N/A**

8 Ensure Grantee Program Integrity and Accountability

Program integrity and accountability activities are integral to the effective administration of the CCDF program. Lead Agencies are required to describe in their Plan effective internal controls that ensure integrity and accountability while maintaining the continuity of services (98.16(cc)). These accountability measures should address reducing fraud, waste, and abuse, including program violations and administrative errors.

This section includes topics on internal controls to ensure integrity and accountability and processes in place to investigate and recover fraudulent payments and to impose sanctions on clients or providers in response to fraud.

8.1 Internal Controls and Accountability Measures To Help Ensure Program Integrity

8.1.1 Describe how the Lead Agency ensures that all its staff members and any staff members in other agencies who administer the CCDF program are informed and trained regarding program requirements and integrity. Check all that apply.

- ☒ Issue policy manual
- ☒ Issue policy change notices
- ☒ Staff training. Describe:
Orientations, onsite trainings, and online trainings
- ☒ Ongoing monitoring and assessment of policy implementation. Describe:
 - **The Lead Agency's Child Care Regional Consultants follow a process outlined in an annual monitoring plan to ensure case accuracy and local department of social services compliance.**
 - **Each Regional Consultant reviews a minimum of seven local departments annually. Risk assessment results influence the frequency and extent of each review.**
 - **Program monitoring includes the regular review of case management reports, financial reports, case records, and may include staff interviews. A primary focus of the review is to assess compliance with program guidance and requirements.**
 - **The program's payment accuracy unit conducts annual case monitoring according to federal improper payment guidelines.**
- ☐ Other. Describe:

8.1.2 Lead Agencies must ensure the integrity of the use of funds through sound fiscal management and must ensure that financial practices follow generally accepted accounting principles (98.68 (a)(1)). Describe the processes in place for the Lead Agency to ensure sound fiscal management practices for all expenditures of CCDF funds, including the following:

- ☒ Verifying and processing billing records to ensure timely payments to providers.
Describe:

- Regarding payments to child care providers participating in the Child Care Subsidy Program, the Lead Agency's Third Party Reconciliation System (TPR) ensures that the count of child care attendances are the same between the attendance system (EPPIC), which provides the attendance tracking, and the case management system (VaCMS), which calculates payment.
 - Business rules are in place in each system to ensure that attendance can only be recorded for authorized days. This process is done twice monthly prior to payment runs.
 - Regarding contracts with organizations that provide quality improvement, training and other services as part of the state's CCDF programs, the contract administrator approves contract deliverable completion based on contract provisions and the validation of the work product. This step precedes the invoice process.
 - Once a contract deliverable is approved by the contract administrator, the vendor billing invoices are received by the contract administrator.
 - The scope of work and invoice amount is validated against the contract and approved by the contract administrator and fiscal representative.
 - The invoice is processed and sent to the Finance Division within seven days of receipt for payment.
- Fiscal oversight of grants and contracts. Describe:
- The Lead Agency Procurement Division reviews all contract documents to ensure they align with Virginia procurement guidelines.
 - Each contract is entered into the eVA procurement system and a purchase order is created for the goods or services.
 - Contract administrators manage contract-related invoices to ensure compliance with terms and scope of service.
 - Contract administrators are required to review quarterly reports and updates to ensure contracts are progressing as agreed upon.
 - Each invoice paid is processed against the purchase order in eVA.
 - Each invoice is tracked in the Federal Grant Obligation and Liquidation (FGOL) database.
 - Monthly reconciliation between FGOL, internal invoice tracking, and the fiscal financial management system is performed to ensure contracts are processed appropriately.
 - Quarterly grant reports are received from the Grants Unit and reconciled with the FGOL reports and the Division internal tracking system.
 - The Grants Unit monitors grants expenditures on a daily basis.
- Tracking systems to ensure reasonable and allowable costs. Describe:
- Each invoice is tracked in the Division's internal expenditure tracking workbook.
 - Contract invoices and other grant expenditures are tracked in the FGOL system.
 - The Grants Unit uses the agency's financial management system to track expenditures related to the grants.
 - If there is a questionable cost, the Code of Federal Regulations and the CAPP manual are reviewed.

- If necessary, the Virginia Department of Accounts and/or Region III federal Office of Child Care are contacted.

☐ Other. Describe:

8.1.3 Check and describe the processes that the Lead Agency will use to identify risk in their CCDF program. Activities can include, but are not limited to, the following:

- ☐ Conduct a risk assessment of policies and procedures. Describe:
- Establish checks and balances to ensure program integrity. Describe:
 - All sub-recipients are monitored based on assessed risk, which takes into account the dollar amount of the agreement, previous tracked record, and potential for fraud.
 - Within the Lead Agency's Division of Child Care and Early Childhood Development (CCECD), which administer's the CCDF program, the Fiscal Unit manages CCECD's financial activities. Routine functions include:
 - Formulating the annual budget based on federal awards and State general fund appropriations;
 - Monitoring program expenditures;
 - Ensuring that subsidy and quality activities are managed within appropriated amounts;
 - Reconciling transactions initiated by CCECD to expenditures on the federal quarterly 696 report within federal obligation and liquidation requirements as prescribed in 45 CFR §98.50; and
 - Performing periodic desktop reviews of reimbursements to local departments and other sub-recipients to ensure that funds are used according to federal and State guidelines.
 - If ineffective internal controls were to be identified, the Fiscal Unit would coordinate with the program and the Lead Agency's Department of Finance to develop guidance documents to correct the deficiencies.
- ☐ Use supervisory reviews to ensure accuracy in eligibility determination. Describe:
- ☐ Other. Describe:

8.1.4 Lead Agencies are required to have processes in place to identify fraud and other program violations to ensure program integrity. Program violations can include intentional and unintentional client and/or provider violations, as defined by the Lead Agency. Administrative errors refer to areas identified through the error-rate review process. Check and describe any activities that the Lead Agency conducts to ensure program integrity.

- a) Check which activities that the Lead Agency has chosen to conduct to identify unintentional or intentional program violations.
 - ☐ Share/match data from other programs (e.g., TANF program, Child and Adult Care Food Program, Food and Nutrition Service (FNS), Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS)).

- Run system reports that flag errors (include types). Describe:
With the signing of a new Electronic Child Care Contract in 2018, “red flag” reports for the following are planned to be incorporated into the system:
 - All authorized units consistently used;
 - Swipes occur at odd hours or unusual intervals;
 - Provider submits all attendance as manual attendance;
 - Provider bills or swipes for children no longer attending; and
 - Children never have absences reported.
 - Review enrollment documents and attendance or billing records.
 - Conduct supervisory staff reviews or quality assurance reviews.
 - ☐ Audit provider records.
 - Train staff on policy and/or audits.
 - ☐ Other. Describe:
- b) Check which activities the Lead Agency has chosen to conduct to identify administrative errors.
- ☐ Share/match data from other programs (e.g., TANF program, CACFP, FNS, Medicaid) or other databases (e.g., State Directory of New Hires, Social Security Administration, PARIS).
 - ☐ Run system reports that flag errors (include types). Describe:
 - Review enrollment documents and attendance or billing records.
 - Conduct supervisory staff reviews or quality assurance reviews.
 - ☐ Audit provider records.
 - Train staff on policy and/or audits.
 - ☐ Other. Describe:
- 8.1.5 The Lead Agency is required to identify and recover misspent funds as a result of fraud, and it has the option to recover any misspent funds as a result of errors. Check and describe any activities that the Lead Agency uses to investigate and recover improper payments due to program violations or administrative errors, as defined by your state/territory.
- a) Check activities that the Lead Agency uses to investigate and recover improper payments due to intentional program violations or fraud. Activities can include, but are not limited to, the following:
- ☐ Require recovery after a minimum dollar amount of an improper payment and identify the minimum dollar amount. Describe:
 - ☐ Coordinate with and refer to the other state/territory agencies (e.g., state/territory collection agency, law enforcement agency).
 - Recover through repayment plans.
 - ☐ Reduce payments in subsequent months.
 - ☐ Recover through state/territory tax intercepts.
 - ☐ Recover through other means.

- ☐ Establish a unit to investigate and collect improper payments and describe the composition of the unit below.
- ☐ Other. Describe:

b) Describe the results of the Lead Agency activities regarding the investigation and recovery of fraud or intentional program violations.

In FFY 2017, local departments of social services collected overpayments of \$14,556.96 that were the result of intentional program violations or fraud.

c) Check any activities that the Lead Agency will use to investigate and recover improper payments due to unintentional program violations. Activities can include, but are not limited to, the following:

- ☐ Require recovery after a minimum dollar amount of an improper payment and identify the minimum dollar amount. Describe:
- ☐ Coordinate with and refer to the other state/territory agencies (e.g., state/territory collection agency, law enforcement agency).
- ☒ Recover through repayment plans.
- ☐ Reduce payments in subsequent months.
- ☐ Recover through state/territory tax intercepts.
- ☐ Recover through other means.
- ☐ Establish a unit to investigate and collect improper payments. Describe:
- ☐ Other. Describe:

d) Check any activities that the Lead Agency will use to investigate and recover improper payments due to administrative errors. **None**

- ☐ Require recovery after a minimum dollar amount of an improper payment and identify the minimum dollar amount. Describe:
- ☐ Coordinate with and refer to the other state/territory agency (ies) (e.g., state/territory collection agency, law enforcement agency).
- ☐ Recover through repayment plans.
- ☐ Reduce payments in subsequent months.
- ☐ Recover through state/territory tax intercepts.
- ☐ Recover through other means.
- ☐ Establish a unit to investigate and collect improper payments and describe the composition of the unit below.
- ☐ Other. Describe:

8.1.6 What type of sanction will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?

- ☒ Disqualify the client. If checked, describe this process, including a description of the appeal process for clients who are disqualified.
 - **Applicant/recipients will be disqualified from participating in the child care subsidy program for three months upon the first finding of child care fraud, 12**

months upon the second finding, and permanently upon the third finding, unless otherwise mandated by the court.

- Applicants/recipients may appeal through the Lead Agency's Administrative Disqualification process.
 - Appeals are heard and determined by Hearing Officers in the Lead Agency's Division of Appeals and Fair Hearings.
 - Should an applicant/recipient choose, they may further appeal to Circuit Court.
- Disqualify the provider. If checked, describe this process, including a description of the appeal process for providers who are disqualified.
- Providers will be permanently disqualified from participating in the child care subsidy program upon the first finding of child care fraud.
 - Providers may appeal under Virginia's Administrative Process Act.
- Prosecute criminally.
- ☐ Other. Describe: